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ABSTRACT

This publication contains addresses on continuing professional education given at a conference at the University of Calgary (Canada) in October, 1980. Themes of the conference speakers included the need for continuing professional education and the content and delivery of such education. In an opening address, J. Roby Kidd discussed the meaning of "professional" and predicted the trends in continuing professional education in the 1980s. Following this address, Alan B. Knox reported on a study of university-based continuing professional education efforts in five fields--medicine, pharmacy, social work, education, and law. He noted that organizational aspects of each of these educational efforts can be useful for other professions' efforts in continuing education. The pros and cons of making continuing professional education mandatory then were debated by Floyd Pennington, who concluded that the benefits of mandatory CPE cannot be documented. In the next address, H. K. Baskett and Christopher W. Day proposed that reliance on program planning notions and ideas about andragogy as currently held result in education inconsistent with the true needs and learning behaviors of professionals, and that the inconsistencies in current theories should be examined to improve continuing professional education. Following a panel discussion on cooperation and competetion in the delivery of continuing professional education, J. Roby Kidd ended the conference with a summary of the recurrent remarks and themes heard during the meeting. (Descriptions of nine workshops held at the conference are included in the report.) (KC)

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CONTINUING PROFESSIONAL EDUCATION:

MOVING INTO THE 80'S

Edited by:
H.K. Baskett
W.H. Taylor

CONFERENCE PROCEEDINGS
OCTOBER 22 - 24, 1980

CALGARY, ALBERTA

CONTINUING PROFESSIONAL EDUCATION:

MOVING INTO THE 80's

PROCEEDINGS

Conference on Continuing Professional Education held October 22-24, 1980, The University of Calgary, Calgary, Alberta, Canada

Faculty of Continuing Education, The University of Calgary,
2500 University Drive N.W., Calgary, Alberta, T2N 1N4, Canada

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PREFACE

The papers and workshop descriptions contained in these Proceedings are those which were presented to the participants of the conference, "Continuing Professional Education: Moving into the Eighties", held October 22-24, 1980 at the University of Calgary.

The Proceedings have been prepared as a permanent record of the content, in recognition that conferences serve a variety of purposes, only one of which is absorption of what is presented, and the printed work permits review and reflection of the contents later on, in a less distracting environment. Additionally, the Proceedings have been prepared for those who were unable to attend, or did not know of the conference, but who wish to review the ideas and positions presented.

Reflecting on the purposes and directions of Continuing Professional Education is, we feel, of critical importance at this stage in the development of this emerging field. It is our hope that these Proceedings will further that reflection and examination.

May, 1981

H.K.("Morris") Baskett
W.H. Taylor
Co-Editors of the Proceedings.

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CONTINUING PROFESSIONAL EDUCATION:

"PROSPECTS FOR THE 80'S"

J. Roby Kidd, Ed.D., LLB.

EVENING PLENARY ADDRESS

Wednesday, October 22, 1980

J. Roby Kidd is Professor of Adult Education, Department of Adult Education, Ontario Institute for Studies in Education, Toronto, Ontario, Canada.

INTRODUCTION

I am pleased to be in the West again. Ninety-seven years ago my father with his parents, headed from Winnipeg in this direction in a red river cart, driven by two plodding oxen, but stopped at the "end of steel" in Saskatchewan and, at the mature age of fifteen, he took up his own homestead. Much of my early life was spent on the Pacific but any part of the West still seems home. I mention that fact in part because some bizarre and bitter things are being said these days about people who reside in Central Canada, and people who reside in the Western Provinces, by persons who ought to know better.

I wish to congratulate those who have planned this absorbing conference that will deal with so many perplexing and fascinating issues. Questions about the selection, training, and continuing education of decision makers that we will discuss have not received as much attention as those like energy and the Constitution, and they have received little public discussion, yet how they are answered will determine in considerable measure how successfully we will cope with other matters. M. M. Coady used to say that we in Canada are so fortunate and rich in our resources, history and people that only imbeciles would fail to build a great nation here but he was assuming that we would use well our human capital. Unfortunately that assumption cannot yet be taken for granted.

I do not claim expert knowledge about the matters before us but I have been thinking, studying, and writing about and teaching about the subject of Continuing Professional Education for at least three decades. It is good to welcome Alan Knox and Floyd Pennington. Alan's work can be compared in impact only with the work of Cy Houle. The latter's book, Continuing Learning in the Professions, could serve as a basic text for this seminar. I am gratified to see that many others are now paying more attention to the questions and issues surrounding the most efficient preparation of the decision makers. However, I am far from happy with some of the proposals, and will therefore take my text for this evening from a cowboy competing at the Calgary Stampede. He was entered in the bronco contest and by the luck of the draw was given a particularly ornery steed for his first run. As horse and man catapulted out of the chute, the near-berserk beast was lashing out with his hooves every which way and using every strategem to throw off the troublesome rider. Finally, in the horses's desperate struggle, one of his hooves got caught in a stirrup. The cowboy, angered and disgusted shouted at the animal, "If your a-gittin' on, I'm a-gitten off", whereupon he slid out of the saddle and stalked with what dignity was still left him, out of the corral gate.

I have no intention of giving up or getting out of this field, nor would I urge you to surrender either. That would be the path of cowardice. But I believe that we should do far more than we have with our experience and opportunity and not allow others to usurp

or make all of the decisions, or impose ridiculous solutions to some of the problems. For this reason I value all the more the opportunity for us to counsel together about what should be the most appropriate attitudes and processes respecting continuing professional education.

I have twice used the term decision maker. I do so deliberately and for two reasons, one positive and the other negative. The first reason is that we are talking about men and women who serve others and also make and affect markedly the important decisions in society; those who perform in the vocations known as professions, and others like them in governments, in corporations, in unions and the great food operations. Whatever name you give to them and however you define what is a professional, these are people whose work critically affects all of us whether we are also included in the professional ranks or not. Maintaining their competence and integrity serves a public good as well as private need. The other reason is that many of the professionals are now the object of criticism and derision where once claims to omniscience and full integrity of service were rarely challenged.

In the course of thinking about this seminar, I had a disturbing dream. I had been seeing an old movie on the late night show, starring Walter Huston, a film entitled The Devil and Daniel Webster, in which a man who had bartered his soul to the devil for temporal success was now being tried by the devil, with Daniel Webster defending, and with most of the notorious scoundrels, mass murderers, and traitors in American history to be found amongst his prosecutors and the jury. In my dream, the distinguished Canadian jurist, Justice Emmett Hall was on the bench, the prosecuting attorneys were Ivan Illich and Thomas Azaz while the jury was made up of people who were ill and hungry and handicapped, men and women who have suffered much without effective professional service. The face of the accused on trial, standing before these unserved masses, seemed familiar and when I peered more closely at the cowering wretch, it was I!!

Fortunately I woke up before the jury announced their verdict, or the judge his sentence or I might not now be at liberty. It's my opinion that unless some strong and effective measures are taken, the professions will continue to be on trial. I am sure that you are aware that in a number of fields the costs of malpractice suits, and the escalating costs of insurance against consequence of malpractice suits have drastically increased the service costs.

So we who might affect professional competence are faced on the one hand with extraordinary opportunity and on the other with alarming consequences if we are not successful. We have the record of sublime and sacrificial service to men and society, provided by some professionals who go far beyond the call or constraint of duty, a triumph over fatique, pain, and ignorance. But we also have a record of some well paid practitioners who are prone to all of the venial behaviors, falling far below the dicta of hippocrates or any test of reasonable

vocational performance. The few voices such as that of George Bernard Shaw, that used to be levelled against the pretensions of professionals, go almost unheard, blotted out by a clamour of angry shouts that attack the basic tenets of and organizations of professional service. Such a situation, of great opportunity matched by conflict, is an unrivalled environment for good learning.

Who are most concerned? I have not investigated the occupations that we share this evening but I am speaking primarily of professionals themselves, those in professional schools or offering apprenticeships that help professionals prepare for or continue their search for excellence, those in colleges and universities who have resources and experience for training and education, those in government who are directly concerned with assessing or certifying competence, and I suppose all citizens who are also consumers of service. I might quote the hero from one of Camus' novels, "Judge, accused, witnesses, we are all in the same boat, brothers all."

WHAT IS A PROFESSION: FROM PROFESSIONALISM TO PROFESSIONALIZATION

Twenty years ago, when I had had considerably less experience than now but had more self-assurance I was invited to address a gathering like this at the University of B.C. and in answer to the query, What Characterizes a Profession, asserted confidently:
"A professional organization fulfills its unique function in society when the organization is characterized by two things: (1) its members continue to educate themselves and extend their knowledge and competence; and (2) its fraternity and its performance are permeated by ethical values. Just two things - a deeply pervasive ethic and continuing education."

I am less confident now that a single statement will comprehend the many fields of professional practice although I think the components cited are all important. So is an answer by Karl Menninger: "To live, to love, to care, to enjoy, to build on the foundations of our predecessors, to review the constant miracles of creation and endurance!!"

Many people have provided definitions for professional practice and have denoted certain kinds of vocation to be given the title of professional. It should not be necessarily so but typically they are occupations for which the academic preparation is offered by universities. I once designed the national accreditation program for the Public Relations Society of Canada. If you judge impact of the service of an able Public Relations Counsellor, or if you judge the intellectual quality, the delicate morality, or the impeccable judgement needed you will have difficulty not including her/him in any select vocational circle. But a Public Relations Practitioner is not typically included in a list of professions. Of course there may be a later nomination: after all it took about four hundred years for

physicians and surgeons to move beyond the recompence and status afforded to barbers, as many doctors practiced in the Middle Ages.

I have no list of accepted professions to advertise but while there is not complete agreement I think that in general we know and will agree about what vocations we are considering. They are those that

- possess a relatively coherent, systematic and transmissable body of knowledge rooted in scientific theories which enables the practitioner to utilize concepts and principles and apply them to specific conditions rather than use the rule of thumb;
- have a high sense of responsibility towards the clients or patients served;
- be thoroughly competent in the skills of the profession;
- have mutually accepted standards and norms of conduct;
- be responsive to the public interest and contribute through its services to the advancement of social well being;
- be accountable to the public for the manner and standards with which it conducts its activities.

Does that list sound formidable? When I read it over first it reminded me of an application from an eighteen year old girl who was seeking a scholarship and in reply to the question "Tell us something about yourself" wrote: "I have some of the necessary qualifications, a love and understanding of people of all ages, enthusiasm, cheerfulness, energy, self-confidence, self-control, patience, unselfishness and humility."

But if the above are acceptable characteristics, and not just empty rhetoric, they not only provide a touchstone for judging who is a professional, but also identify much of subject matter needed for professional continuing education.

I find the designation that Cyril Houle makes is useful; namely that, in addition to those that are already identified, there are vocations that are progressing in the direction of professionalization and may eventually be accepted. It is useful to discern what several vocations are doing, not just to be included amongst the vocational elite, but to provide better practice for the consumer.

Houle and others have also made a useful distinction between professionalism, a static concept, and professionalization which is a dynamic conception, and implies that a preparation for professional career standards of performance and ethical principles must all be modified and refined to serve changing conditions.

When one considers questions such as the above, one is forced to ask if corporation and government executives should be considered alongside and almost as part of the professions. Of course, it is true

that many practitioners who started out as nurses, doctors, engineers, architects, teachers, have moved sideways or up to become managers and executives in government and business. Many a manager was a professional. It is also true that professionals sometimes have several roles. For example, I have one colleague who provides services for a fee as an accountant, is salaried two months a year as a corporation executive and frequently works as a consultant to government.

Managers and professionals are alike in the need for excellent vocational preparation and share an absolute necessity for a lifelong program of continuing education. Often the methods employed and the purposes of this training are almost identical. To the extent that the professional offers a fee service to a paying customer, he resembles a shop-keeper, a small business corporation. A distinction can be made between those business executives who serve all of their lives in established firms and are paid a regular salary for well-defined responsibilities and other business executives who are entrepreneurs, who take individual risks and have independent responsibilities. Most self-employed professionals are also entrepreneurs.

It's not possible to come to final conclusions about the similarities and differences between professionals and manager-administrators. However, it does seem clear that in respect to the need for continuing education many parallels exist and a strong case can be made for providing much continuing education for both groups, and some of it in common modes and circumstances. Later we shall make reference to programs of liberal education designed for business executives that have equal or greater value for professionals or government officials.

Another question arises about professional and para-professional designations for which there is no easy or accepted answer. One can make an arbitrary distinction between the role, responsibility and competence of the professional, as distinct from the para-professional, but its not always easy. In dentistry the frontier separating professional from technician used to be in the gum line; the professional dealt with the difficult health problems located usually below the surface while the dental technician applied himself or herself to the visible tasks of promoting health above the gum line. That kind of distinction need not be applied rigidly, nor is it equally easy for other professions to make such a neat separation of roles. It is probable that when planning for continuing education for professionals, it may be important to have some of the educational provisions available to those who work closely with them. However, this arrangement is not common. In some countries such as China where there seems to have been successful co-operation and effective team work between the professional and para-professional, investigation is now proceeding to see to what extent that co-operation has been fostered by common educational processes. This is one of the key questions that will be examined by an international study team which is going to China in March 1981 to observe, for example, the continuing education of soldiers and officers, of factory workers and managers, of doctors and the "bare-foot" doctors.

I have the feeling that I have pyramided the task of those who carry responsibility for continuing professional education to almost insurmountable heights, but I suppose we all carry heavy burdens these days. Last week I was reading a dismal lament by the Dean of Humber College, just west of Toronto:

> "As community college administrators we are constantly striving for some kind of equilibrium of opposing forces."
> "The teachers want higher salaries, smaller classes, reduced loads, more parking, better faculty lounges and private offices. The architects want to build Taj Mahals."
> "The students want cheaper lunches and bigger loans. The Chairman of the Finance Committee and of the Treasury Board want economy. The taxpayer wants to be left with at least some small change. The hardware enthusiasts want bags of gadgets."
> "The chartered accountant you just hired wants to hire three more. The librarian wants to improve the student book ratio. The party in power wants a fighting chance at the next election. And administrators want danger pay."

The role of the professional, and also of those responsible for continuing education of the professional are everywhere demanding. One additional burden is the wave of criticism, deserved or not, that now is directed toward the professional and at professional societies.

CRITICISM

Why is there such disenchantment? Why are practitioners who were once so respected now subject to so much abuse? It is important to understand the point and content of criticism, true or not, (and I am not one that accepts it all as true) because an analysis of the complaints can provide a focus and foundation for continuing education. We are here not to poke a finger in anyone's eye but to see more clearly what may be the role of education in a matter of significance for all of us.

In fact, of course, there has always been criticism of professionals, along with unthinking approval. Molliere and Shaw were only two writers of many who scorned not just the exaggerated claims of doctors but their propensity for killing their patients. Buildings and bridges have been known to fall down or develop alarming structural weaknesses, sometimes through faulty design. Clients who were convicted felt that their lawyers were less than competent, and when it became a community joke in Hamilton, Ontario that the popular drinking place named "The Honest Lawyer", was the only such to be found, the Bar Association worked behind the scenes to have the name changed. I think it was Benjamin Franklin who said: "Persons of good sense... seldom fall into disputation except lawyers, university men, and men of all sorts that have been bred in Edinburgh." Still, in very large measure, the

non-professional felt obliged to accept the claims of the professional more or less at face value, and if he were able, paid for and accepted his services largely on the professional's terms. In addition, the legislature delegated extraordinary powers to the professional society.

Why and in what way has this changed?

There are, of course, very strong, articulate and well publicized critics of the pretensions and performance of the professional, Ivan Illich and Thomas Szaz being only two of many.

For a considerable period many people joined in mocking at most elements and factors that could be lumped under the general rubric of the establishment and professionals were often the pillars of that elite, whatever it was.

Press and media services often seem to try to show how fearless and "professional" they are by investigating or chastizing the failures of others and one after another, the professions have taken their lumps. (The editorial writers on my newspaper are ready to offer advice and make critical comments on every subject under heaven and upon earth even though management is so incompetent that they cannot seem to deliver a paper to me more than four days out of six.) Whether true or not, most professions think that they have experienced extremely hostile media, at least in the last two decades. For example, they believe that when one of their number is arrested for embezzlement, or alcohol or drug abuse, or sex deviation, or whatever, there is added attention drawn to their professional association. Perhaps most of all, public censure has been directed to cases of professional malpractice which, because of the way they are reported, seem to be increasing in number at an alarming rate, although that may be a distortion. Moreover, different standards are often applied to incompetence. If a patient dies a teacher will blame the doctor, but if there is a failure in learning, a teacher will blame the student.

Obviously, one of the problems of judging performance of the professional is to reach agreement on who should be the assessor, using what kinds of criteria and procedures, and reporting the results in what kinds of ways. One of the areas in which continuing education of the professional, (and also continuing education of the citizen), is important is in assessing professional performance and professional responsibility. There is a sense in which the opinion commonly held about any significant group of people is a concern for and affects all of us. For the public or the Legislature can act in the arbitrary way attributed to Andrew Mellon, the wealthy and cantankerous American banker. It was said of Mellon that he never foreclosed men "except those weakened by bad habits and extravagant living." But it was also said that there were a great many such weak men in Mellon's eyes.

The kinds of criticism heard most frequently vary somewhat with the profession, and the place or country of operation, but the indictment will usually fall under a number of headings.

1. Inadequate Professional Performance

It is alleged that professional performance is too often not of high calibre, that it is not assessed regularly or systematically, that provision for eliminating the inept, or the person who does not maintain his competence throughout his entire career are absent or unwieldy, that there are blocks of hours every week when it is difficult or impossible to obtain professional service and that the delivery systems of professional service are based on "horse and buggy" mentality and communications.

2. Increasing Cost

It is charged that professional service is costly and steadily increasing in price, a heavy burden on individuals served and on the taxpayer, that the quite rich and the near indigent may usually obtain good service but that despite various measures, such as insurance and state support programs, the majority of the people have difficulty in paying for necessary services and therefore often go without.

3. Individual not Social Needs

Some observers claim that professional training typically prepares the practitioner to respond and serve individual needs and this training also tends to render her/him unknowing and uncaring about social needs, and therefore not even very competent when drawn into social programs such as public health, housing or legal aid.

4. Monopoly of Knowledge and Jobs

A complaint is often heard that, generally speaking, professionals try to keep their special knowledge and skills to themselves, not wishing to share it in the general education of the public, maintaining a tight monopoly over the best paid positions and control over the performance and livelihood of others such as para-professionals. Because of this tendency, many people do not learn to become competent in managing themselves, their bodies, or their own affairs, and it is claimed the spread and advancement of knowledge is impeded by professionals who are sworn to advance it.

5. Professional Ethics

The charge is made that professional statements of ethics are outmoded, and typically refer only to individual and not social relations, and that far too many professionals apply only those principles that guard their privileged station and income, conveniently forgetting or ignoring the sections on responsibilities.

6. Arrogance of the Specialist

It is charged that most professionals have spent so much time in preparing themselves to offer specialized skills and knowledge that they are almost illiterate in most other areas of knowledge required for performance as a parent, citizen, a community member.

The professional has become the object of the censure now often directed toward the specialist about whom Whitehead wrote:

> "In politics, in art, in social usages, in the other sciences, he will adopt the attitude of the primitive, ignorant man; but he will adopt them forcefully and with self-sufficiency, and will not admit of - this is the paradox - a specialist in these matters. By specializing him civilization has made him hermetic and self-satisfied within his limitations; but this very inner feeling of dominance and worth will induce him to wish to predominate outside of his specialty. The result is that he will behave in almost all spheres of life as does the unqualified mass man."

Contrast this with Whitehead's assessment of a good doctor: "He is skeptical toward the data of his own profession, welcomes discoveries which upset his previous hypothesis and is still animated by humane sympathy and understanding."

One is not obliged to accept all of these criticisms as literal truth affecting all of most professionals. But they are heard with frequency, and even if untrue in a particular case they do affect the climate of support for professional service. This is a significant problem to be addressed by continuing education.

PROBLEMS OF THE PROFESSIONS THAT CAN AFFECT CONTINUING EDUCATION

Another source of suggestions for continuing education of the professions arises from the analysis of common problems faced by all professions. I will not deal exhaustively with these issues partly because they must be re-stated for each profession but mainly because they will be subjects of discussion during this seminar.

Many of the most difficult questions are common, not specific to each profession. I remember well a long evening at the University of Toronto when we first brought representatives together from each of fourteen professional schools, men and women, who all belonged to the same University Faculty Club, but whom we were obliged to introduce to each other. In the first round of comment it was observed by all speakers that they hoped to gain a few practical suggestions for their individual profession or practice, but when the inventory of problems was laid out it was acknowledged that most of the perplexing, unsolved and worrying difficulties they had identified were common problems shared by all. Let me illustrate with a few examples.

The first has already been mentioned, the negative way in which the professions are regarded by the press, governments and the public generally and what might be done not to "gild the lilly", but to offer a fair and responsible representation.

A second problem is rarely mentioned, but now comes up with greater frequency, namely how the professions may attract what is an appropriate share of the potentially most able practitioners, with a related question, namely what are the most appropriate selection procedures. On these matters neither the professional societies nor professional schools are in full agreement. I was informed recently by my own dentist that he and twenty-four fellow dentists (all of them regarded as competent and successful) had taken the main lead in working for and raising funds for the extraordinary new dental college at the University of Toronto and for the improvement of dental education. Now that the College is in full operation, it appears that none of the children of these able concerned dentists have academic marks that will permit them to enter the College, nor would any of these twenty-five concerned and capable practitioners in the field of dentistry, as judged by their own pre-dental academic records, have been permitted to enter.

Powers delegated to the Profession? To what extent should a profession have control over preparation for the profession, control over certification, control over the assessment of performance, control over questions such as re-certification? Who should certify the professional?, the University or College?, or what combination of authorities?

More generally, should there be compulsory re-certification and some form of mandated requirement within the re-certification process?

To what extent should the professional society police professional and ethical performance of the membership? Should these standards be assessed and dealt with by public bodies? It should be noted, in passing, that the record of government licensing authorities, in supervising good standards of performance is not great.

To what extent should the profession be engaged in extending information about a given field of practice or should this be left to governmental sources or to product manufacturers as is typical of the pharmaceutical field?

What are the most effective forms of relationship between the practitioner and his professional organization, and between the professional society and the professional school, universities, governments, and other sources of research and training?

To what extent should the professional and the professional society be concerned with and bound by established codes of ethics?

These are all questions that could lead to excellent subjects and courses of instruction not only for professionals but for many citizens as well.

Nor is it a matter of accretion only, improvement may come from some acts of elimination. The Sufi sages believed that sound education can often lead to the removal of the false and the useless. One of them, Rais El-Aflak said:

> "Almost all the men who come to see me have strange imaginings about man. The strangest of these is the belief that they can progress only by improvement. Those who will understand me are those who realize that man is just as much in need of stripping off rigid accretions to reveal the knowing essence, as he is of adding anything.
>
> Man thinks always in terms of inclusion into a plan of people, teachings and ideas. Those who are really the Wise know that the teachings may be carried out also by exclusion of those things that make man blind and deaf."

CHANGING EDUCATION - NOT JUST CONTINUING

There is a sense in which the term continuing education has a negative connotation, continuing could mean constant in direction when in reality it is dynamic and changing. At least it should be, there should be the flow of both yin and yang, between continuity and change. Calgary's newspaper Editor, Bob Edwards, would have understood this: It was he who said, "If it's all the same with history, it need not repeat itself any more."

The trouble with many programs of continuing education for, or provided by, professionals is that they are so old-fashioned and downright, deadly, dull. The rule seems to be "use any mode of education you like as long as you talk at people." A colleague with severe back pains has been taking part in an educational program over six evenings designed for those who have back problems. Over forty adults have attending the first four evenings, and so far have been subjected to dismal and repetitious lectures, without discussion or relief, which has made only one point, that if you have a back problem you must "learn to live with it." After the fourth session, my colleague said that in addition to his increasing back-ache he now has a pain in another part of his anatomy. I cite this experience because it is still far too common.

Even worse, because of the consequence, is the typical response of legislators when they mandate an appropriate way to re-certify a professional. They subject him/her to so many clock-hours of instruction (usually thirty) as if being subjected to further instruction is some guarantee that a mature person will learn or perform better. I recognize that several kinds of learning experience may qualify under this head count, but the fact that legislation is drafted in that form is one indication of how far we have yet to go in getting understanding about good learning environments and practices.

Such practices endure despite a wealth of new discoveries and innovations in learning. In the past few decades there have been many developments in concept, theory and practice that can and do affect continuing education. Since this audience is familiar with all or most of them I will summarize briefly.

1. Concepts such as lifelong learning, self-initiated or self-directed learning, experiential learning.

2. Recognition that good learning in all three domains (psychomotor affective and cognitive) may progress or be maintained at high level until about age 75 or until the individual is affected by poor health.

3. Recognition that good learning occurs frequently in settings other than educational institutions, through travel for example, or in social action processes or in the home.

4. Improved Practices associated with self-management of learning.

5. Improved Practices of distance learning which make it possible for individuals to learn in environments (working, consuming, recreational) close to where they live.

6. Improved Procedures in which the learner undertakes and carries out a contract of learning which can be appraised for credit.

7. Many Fields and Projects of research and development which in turn offer rich possibilities for learning for those participating in the projects.

8. Development of many new media for learning, particularly films, television, oral and visual recordings, and the micro-processor.

9. Development of excellent modes of learning associated with each of the above.

10. Production or Publishing and distribution of many sources of information originating from research or practice.

11. Integration and Diffusion of research about learning from many disciplines and fields of practice.

12. Integration and Diffusion of information and conclusions about learning practices from other cultures.

Taken together that array of changes in learning modes constitutes a veritable revolution in education, but one that has been ignored by some of the programs/agencies for continuing professional education.

Where, three decades ago, the educational organizer had a handful of educational procedures, most of them of mind-numbing sameness, he now has a score of tested but evolving notions and processes by which people will engage, participate, increasingly enter into management of their own learning and relate it to social and public goals as well as self-advancement. These are all available for continuing education and if not utilized, the consumer is being cheated.

It is against this growth in understanding and skill, respecting adult learning, that the behaviour of some of us in continuing education seems so equivocal.

During this seminar, all participants and at least two other speakers will give information and opinions about whether it is right or wise to take back the right of a licensed professional to practice, and whether it is right or wise to establish as the measure for re-instatement, a program of mandatory continuing education.

Briefly put, there is a record of many American states requiring continuing education for relicensing. In Canada at least three provinces have legislation that would permit relicensure and mandatory continuing education, but, if my memory is correct, except for nurses the provisions have not been made operative.

When I reviewed the situation in the United States one year ago, eleven professions were involved in some form of mandatory continuing education, seventeen different states required it for physicians with legislation pending in eleven other states, eight states with mandatory provisions for dentists, fourteen states for pharmacists and forty-five for optometrists. The count then for lawyers was seven states, twenty-three for public accountants and six for social work.

A reaction against and a modest counter-attack to eliminate the mandatory feature of this legislation has also set in but while at least three states have revoked their legislation, it is not yet certain whether this may constitute a counter trend, which makes my earlier story of the cowboy and the bronco somewhat appropriate. In 1977 observers such as Louis E. Phillips in The Chronicle of Higher Education were predicting that "The mandatory movement will likely include all of the licensed professions in future years." Now the evidence is not quite so convincing in the United States and much less so in Canada and Australia. When I reported this situation to adult educationists at a seminar in Western Europe two years ago they expressed incredulity that something which seems to them so ridiculous has occured: they informed me that there is little chance of such action in the countries of Western Europe. There are some interesting parallels however in Eastern Europe where the state governs selection, training, certification and supervision of all professional workers.

Perhaps a footnote will be useful following the action of states like Colorado and Florida in rescinding laws or reducing the amount of mandated continuing education. Americans will understand that theirs is an innovative society, and that fads or measures that do not seem to work well are likely to be amended or eliminated. Over time, the more productive measures remain. However, our American guests may not understand that some Canadians operate with the belief that all measures taken in the United States will automatically and

necessarily happen here a decade or two later. This view is as ridiculous as it sounds: many a measure that is excellent, for let us say the country of Mexico or India or the United States, is not relevant or useful or appropriate in Canada. It is conceivable that even if re-certification and mandatory continuing education is good for the United States, these might not be appropriate measures for Canada or Australia. The reversal of practice in some American states, based on experience and second thoughts should be looked on with some care by Canadians as they contemplate what will be useful measures to improve and maintain high standards of professional competence.

When various state legislatures in the United States began to take such steps, it seemed like an occasion and a problem to which those of us in continuing education might offer some assistance, even though the action by the legislators seems to have been taken without our advice. Why our voice and experience were rarely considered is worth some investigation.

Response to these legal enactments by our American colleagues, (or in future response by Canadian and Australian colleagues in states or provinces where such legislation is promised or threatened) could have taken, or could still take, several forms.

1. Support. Adult educationists might endorse the legislation and offer their services for continuing education.

2. Outright Rejection of the proposals.

3. Cop-out. One could "cop-out", do nothing and hope that the problem would go away. It is possible, though not likely, that if Canadians and Australians are quiet, that the issue may never affect them seriously.

4. Public Education. The forces of continuing education could use their resources and informal networks to arrange for public discussion, public education and debate on the issues, helping to provide information and to clarify the questions.

5. Research. We know already a great deal about the quality of learning when it is mandated in contrast to the quality of learning when it is voluntary. But specific research dealing with the results of mandatory continuing education could and should be carried out. Research might also be conducted respecting the effect of other incentives for continuing professional education, and on the impact of different forms of delivery systems.

6. Demonstration and Testing Alternatives. It would not be difficult to try out and test an array of learning experiences designed to maintain and improve the competence of professional practitioners. These might include such programs as:

- Practicums where the professional offers a new kind of service in community aid programs.
- Practicums were professionals offer professional service in developing countries.
- Direct involvement in policy research or development affecting the profession or its relationship to government or public.
- Participation in research teams investigating problems for a profession.
- Monitoring publications about professions from other countries.
- Participation in instruction of training programs in professional schools.
- Exchange with a professional in another city or in another role.
- Receiving instruction in new skills - such as the computer applied to a profession.
- Support for self-initiated programs of study by professionals.
- Participation in programs for "liberal" education designed for professionals.
- Study-travel programs.

Whether continuing education becomes mandatory or not, a search should be found for the most effective means by which professionals will be encouraged to continue to improve their practice and understanding.

7. Training. If there is to be imaginative and rational continuing education, able practitioners are needed by the universities, professional schools, professional societies, or governments that will sponsor these programs. Preparing such people is one of the tasks that departments of adult education in universities are in a position to do.

I have listed at least seven possible responses. It is not likely that I would favour automatic endorsation, or outright rejection or copping out; none of these are policies that I would advocate. I do think that the field of continuing education has much to offer in the other four modes: educating the public, research, testing out alternatives and training.

THE NOTION OF LIBERAL OR HUMANE EDUCATION OF THE PROFESSIONAL

Much of the debate about continuing professional education sounds as if the only problems or content to be considered are those of new knowledge, skills, problems, or technologies that affect professional performance. In reality, of course, the factors that seriously affect performance are the professional's relations with his family and his fellows, his participation in social, community and national life, his freedom from routine, boredom, apathy, his handling of chemical stimulants. Matters such as these are not dealt with by lectures about a new law that might affect his vocation but through personal and spiritual growth.

Considerable experience has been developed in the application of liberal or humane studies, some of them self-initiated, for business and government executives by large corporations such as Bell Telephone, by some universities and some specialized management centres such as the Niagara Institute. I am not now familiar with the program at the Banff School of Advanced Management, but while they never carried this emphasis to extremes, there have always been important liberal components in the Banff program. There are also many examples of the applications of liberal studies to lawyers, to doctors (programs in art are very common) and to engineers. The possibilities are almost endless of studies for tired, jaded professionals who need to find renewed meaning in life, new appetites and excitements, new stimuli for minds that have been moving within established formulas. Legislating that a doctor must attend plays at Stratford, or seek a health cure of laughter by seeing old comedies (as Norman Cousins did) or conversing about Plato and Marx in a study group is neither feasible or reasonable, but the kinds of learning and growth that occur from such experiences, and from the arts and from travel, and from significant human encounters, are in line with the deepest needs of the professional.

Of course there is nothing novel about what I am saying. The wisest professionals and educationists have understood and practiced these ideas long before legislators began to worry about professional competence. The former President of General Foods, Clarence Francis, said on a visit to Canada, "You can buy a man's time, you can buy a man's physical presence at a given place, you can even buy a measured number of skilled muscular actions, or intellectual judgements per hour or per day, but you cannot buy enthusiasm, you cannot buy initiative, you cannot buy loyalty, you cannot buy the devotion of heart, mind and soul. You have to earn these things." And in his last public address to students in the 1950's. Sir Arthur Currie, President of McGill University said: "We do not want you to be echoers of a thousand platitudes but the organizers of new and larger ideas. The primary task of education is to make men alive, to send them out alive at more points, alive on higher levels, alive in more effective ways. The purpose of an education is not the mere getting of the abilitiy to sell your efforts at a higher figure than unlearned men do, but to make you a thinker, to make you a creator, with an enlarged capacity for life."

It is this capacity for life as well as for improved vocational performance, indeed especially for improved vocational performance, that continuing education is about.

WHAT MAY BE EXPECTED IN THE 1980'S

I have been requested to make some predictions about the 1980's. Prediction is an enterprise for which I would not have volunteered or have undertaken at all if it was not mandated. While I have been a life-long member of the World Futurist Society, have scanned their journal

and know in general the characteristic modes of futuring I am not much more confident about my predictions than William Irvin Thompson, speaking at York University: "The future is beyond knowing and the present is beyond belief!" Or David Lewis Stein, a Toronto writer: "The past is gone, the present is full of confusion and the future scares the hell out of me!" Still, en avant!

1. More Older Professionals

One fact is clear: the number of people over fifty-five years of age, already exceeding thirty per cent of all Canadians, will continue to rise. Since professional men and women have a life expectancy not lower than the general average, there will be increasing numbers of professionals in the older age brackets. This figure will be further skewed because many professionals are self-employed and not obliged to retire at some fixed age like sixty-five. Moreover, the laws, employment contracts and insurance requirements as they affect people of age 65 will all be relaxed during the next decade. On the other hand, professional people are often the kind who may choose to retire early, or at least change their role within the profession, or change their location of service. On the whole, however, expect a somewhat larger number of professionals who are older than fifty-five and also an increase in the average length of professional service. This will suggest immediately that for such people more and better continuing education will be required if they are to sustain high standards of competence.

2. More Women as Professionals

The increase in the number of women professionals is not substantial, but it is steady and will continue to rise. It is also probable that women will undertake new kinds of professional service and not just fill the ranks of nurses and teachers. Most programs of continuing education have been designed for men, with the unvoiced assumption that if women must enter the profession, let them take "what is good for them." In the future, in addition to the best possible continuing education, some programs designed specially for the woman professional will be demanded. And more of the teachers for professional continuing education, where there is now heavy male dominance, will be women.

3. Changes during a Career

It is probable that within a professional career there will be more changes in style, in role, and in place of service, all of which shifts, if they are to be undertaken successfully, will be assisted by or will require good continuing education.

4. Increase in Applied Research

Already there have been significant increases in the amount and quality of research affecting professional service. Practitioners will need to learn how to understand and apply such research, to become consumers of research. Studies of efficient means of continuing education will also increase. Such research has at least doubled in the past two decades and may increase as much as five times in the next. Many disciplines will contribute to this increase, the humanities as well as social sciences and such natural sciences as biology, nutrition, and physiology.

5. Some Questions will be Settled

In 1990 there may be problems a-plenty but some of the questions that may now perplex us will have been decided: questions such as;

- What authority should license professionals - Governments, University and Professional School or the Professional Society?
- Will there be relicensing after a period of service, for what professionals, under the control of what authority and using what kinds of criteria?
- Will there be mandatory continuing education for any professionals and if so, for which, under the control of what authority and utilizing what measures of assessment?

The effectiveness of the decisions concerning these basic questions will depend, to considerable measure, on the quality of continuing education of professionals as well as the education of the public and legislators. The opportunity and responsibility is ours.

6. There will be Improvements in Professional Education

Much that is now known about good learning practices will have been applied. More generally, examples, such as the McMaster Medical School, which is planned and organized to foster self-directed learning attitudes and skills will no longer be unique. Such programs almost guarantee that the doctor will be a continuing learner. Every profession will have attempted to limit or shorten the years of professional preparation, perhaps with some success, and more professional school teachers and administrators will realize that it is not possible to provide in the initial phase of professional preparation sufficient knowledge, skills and attitudes to serve over an entire professional career. More must be expected of and planned for from continuing professional education, not only one time as a condition of relicensure, but as an annual, in fact, a daily responsibility.

7. Distance Education and Full Use of Media

Full advantage will be taken of methods and technologies that allow education to be offered in appropriate environments wherever professionals are living, working, consuming and serving. What is comprehended under the term "distance education" will become a regular part of continuing education.

8. Learning Centres Designed for Continuing Education of the Professional

Centres for group and self-initiated learning, of which the prototypes already exist for teachers, will be found associated with universities and colleges. These will serve many different professions and offer multi-disciplinary opportunities and therefore professionals will have resources for many forms of research and continuing education.

9. Liberal Education of the Professional

Liberal and humane education will be rediscovered, as it is every decade or so, and will be offered or sought by many professionals throughout their working career, both for their personal growth as individuals and in preparation for leisure, new careers and various stages of retirement.

10. An Increase in Public Involvement

All professions are "infused with the public interest" as well as catering to individual need and concern is probably on the increase about this public aspect of a professional career. Professionals may be entrepreneurs serving individual clients for a fee, but they are also engaged in a practice in which citizens and governments are fully involved and will be increasingly determined to have their say. The education of the citizen to become an intelligent consumer of professional services, as well as a self-managing human being, is an important aspect of continuing education.

When I was at the Shaw Festival this summer it struck me that GBS had a formula that could also apply to professional service: "The great secret, Eliza, is not having bad manners, or good manners or any particular sort of manners, but having the same manners for all human souls; in short, behaving as if you were in Heaven, where there are no third class carriages and one soul is as good as another."

If I have guessed aright every one of the above speaks directly to the need of effective continuing education in many dimensions, and requiring co-operative effort by colleges, universities, professional societies and schools, and concerned individuals. Moreover, the decade of the 1980's is almost one tenth gone so action should not be delayed.

I have gained the feeling that those who planned this seminar intend that action will not long be delayed. For my reading on the plane coming here I looked into Ned Pratt's poetic account of the building of the CPR, particularly that part entitled:

"Oak Lake to Calgary. Van Horne took off
His Coat. The North must wait, for that would mean
His shirt as well. First and immediate
This prairie pledge - five hundred miles, and it
Was Winter....

The promise which looked first without redemption
Was being redeemed. From three to seven miles
A day the parallels were being laid,
Though eastern throats were hoarse with the old question
Where are the settlements?

Was it part of the same pledge to turn
A shack into a bank for notes renewed;
To call a site a city when men saw
Only a water tank? This was an act
Of faith indeed - substance of things unseen -
Which would convert preachers to miracles,
Lure teachers into lean-to's for their classes....

And yet it happened that while the labourers
Were swearing at their blisters in the evening
And straitening out their spinal kinks at dawn
The tracks joined up Oak Lake to Calgary."

CONCLUSION

What should we conclude about the Professional?

Most of us, despite the complex problems, and the failings that we and others experience, have a sense that the professional must be stretching towards higher standards, the higher reaches of an art and a craft. There is no greater praise, typically, than the econium, "A professional job." You may remember that on the CBC Television series, The Establishment, that Ian Sinclair, President of Canadian Pacific, described himself simply but proudly: "I am a professional manager." This was well expressed once by a man who boasted the status of a professional thief, a professional who held certain expectations about the standards to be maintained. Referring to another thief, a shop-lifter, he said:

> "While he is undoubtedly a professional thief, I should a few years ago before I was committed to prison have been ashamed to be seen in the street with him. I say this not out of a spirit of snobbishness but simply because for business reasons I feel that my reputation would have suffered in the eyes of my friends to be seen in the company of a boaster."

One of the great Americans who followed the profession of law, was the late American Justice Learned Hand, who once wrote:

> "When our lights burn low, and when we seem to stand futile and without meaning, used up in the senseless strife of interest and passion, concerned with nothing better than to get for others what perhaps they should not have, let us look up to that great edifice which our forebears have built, of which we are now the guardians and the craftsmen. Though severally we may perhaps be paltry and inconsequential, for the present it is we who are charged with its maintenance and its growth. Descended to us, in some sort moulded by our hands, passed on to the future with reverance and with pride, we at once its servants and its masters, renew our fealty."

Like you I have known other professionals, such as Dr. Alexander Foot, who, not a malefactor, served his clients with the least risk and burden on himself, from the time he was thirty was never available any weekends lasting from Friday noon till Monday noon, or any holiday, blasphemed almost daily about the sins and penury of OHIP but stood first in the receiving line to receive OHIP cheques, after graduation rarely lifted a medical book, kept his patients on valium and in perpetual dependence. We need to be concerned with the Alexander Foots for "there but for the Grace of God go I." Or, there but for the grace of Continuing Education.

THE ADMINISTRATION OF CONTINUING PROFESSIONAL EDUCATION: PROBLEMS, ISSUES AND STRATEGIES *

Alan B. Knox, Ed.D.

MORNING PLENARY ADDRESS

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ABSTRACT

Findings from a recent national study provide an analysis of university based continuing professional education efforts in five fields - medicine, pharmacy, social work, education, and law. Persons who coordinate such efforts were interviewed. The sample of institutions was a small but somewhat representative selection of major universities that contain most or all of the five professional schools, at least one of which was perceived as having an outstanding continuing professional education effort. Case descriptions for each effort were analyzed within and across fields. The efforts varied greatly in their vitality, as reflected in program expansion and innovativeness. Three major characteristics associated with vitality were educational leadership, obtaining support and involvement of practitioners.

NEW REALITIES

In many fields, professional schools "discovered" continuing education during the past decade or two and are now approaching lifelong learning of practitioners in their field, in unprecedented ways. Houle's (1) landmark overview of continuing professional education provides a broad perspective on these developments. An important aspect of continuing professional education is the educational process and benefits for the individual practitioner, field, and society. This includes attention to career development, obsolescence, and proficiency (Knox 2, 4, 5; Schein, 7). Another important aspect, which was the focus of the study being reported, is the administrative process and challenge that confronts those who direct the continuing professional education efforts of university professional schools.

The expanded interest of professional school administrators and faculty members, contributes to the new realities that confront continuing education administrators in the professional schools and in the comprehensive university offices concerned broadly with continuing education and public service (Knox, 3). Greater understanding of organizational dynamics in the offices that coordinate university continuing professional education (CPE), can benefit both administrators and policy makers associated with these efforts. Each professional field has accumulated studies related to their continuing education effort, although the extent and usefulness of this growing literature varies greatly from field to field (Houle, 1). However, some insights into such organizational dynamics are most likely to result from comparative analysis across professional fields.

This article reports findings from a recent national study that contrasts university based CPE in five fields - medicine, pharmacy, social work, education, and law (Knox, 6). One intent of the study was to enable those who plan and administer CPE activities to benefit from concepts and practices of their counterparts in other helping professions.

PURPOSE OF STUDY

The purpose of this study was to analyze the functioning of university based continuing professional education (CPE). The focus was on the efforts of the individual professional school, but the study also analyzed relations to the remainder of the university and to other providers in the field, such as professional associations, employers, and other universities.

The scope of the study was limited to five professions, of at least seventeen that could have been included. The decision was made to restrict the study to helping professions, but to select five that provided some contrast. The author's past contact and familiarity with CPE in various fields influenced the decision as well. This restriction, along with the limit of five professions made the study feasible given available time and resources.

RESEARCH PROCEDURES

The selection of institutions was not random. Because of the author's long term interest in analysis of relationships between professional colleges and university-wide divisions concerned with continuing education and public service, it was important to select institutions that included all or most of the five professional schools. This restricted the population of higher education institutions to mainly state universities and well-known public universities. It was also of interest to include in each professional field, several schools that were perceived as outstanding regarding CPE. To identify such schools, persons active in CPE in each selected field were contacted and asked to identify the outstanding university based CPE offices in their field. There was a high degree of consensus in the four fields, other than education. In the selection of institutions, at least several of the schools perceived as outstanding were included from each field. Because few universities had outstanding CPE efforts in most or all of the five fields, the remaining professional schools at the selected institutions represented the less than outstanding CPE efforts. Attention was also given to representing public and private institutions, regions of the United States, and locations in the large metropolitan area of the state or in another city. The selection of institutions was also influenced by the author's other commitments. The resulting selection of institutions was fairly representative of major public and private universities in various sections of the country except for the South, which included most or all of the five professional schools. Institutions with one or more schools with outstanding CPE efforts were over represented.

Data were collected by personal interviews with one or more persons associated with each selected school's CPE effort, including in most instances the director. Most were in program administration

roles and some deans were included. An interview guide was used flexibly to collect data about major aspects of the CPE effort of each school, including: extent and type of CPE, organizational arrangements, financial support, clients, other providers, faculty involvement, program development, and future directions. Related reports, records, and brochures were also obtained. Almost all interviews were tape recorded with the permission of the respondents, to supplement the detailed notes written on the interview guide by the researcher. The notes, materials, and recordings were used to prepare a case description for each of the selected CPE offices in each of the fields and institutions. Copies of these descriptions were sent to respondents for review in an effort to assure an accurate and balanced overview for each CPE office. These case descriptions then provided the basis for comparing and contrasting the officer within each field and preparing an overview that identified typical patterns, variations, unusual approaches or relationships, and major trends and issues.

FINDINGS

The following findings are thus based on a comparative analysis of university based CPE in five fields. The sample of institutions is a somewhat arbitrary selection of major universities that contain most or all of the five schools at least one of which is perceived as having an outstanding CPE effort. The findings are presented in categories that parallel those used in the case descriptions. The major influences category presents characteristics that seem to be associated with program expansion and innovation.

Extent and Type

Although the selected universities were quite similar, the CPE efforts were varied within and across fields. All of the schools of education conducted numerous CPE activities, but with the exception of one large state-wide effort they were diffuse and uncoordinated. Most of the CPE efforts in schools of medicine were large, long standing, and varied. Some schools of pharmacy and of social work had virtually no CPE effort, and this was so for half of the law schools. Public and private universities provided very similar CPE efforts in each field. Within each field the public institution's efforts were typically state-wide and about twice as large as the CPE effort of the private institutions, which typically drew participants mainly from their metropolitan area. The clientele for schools of social work was concentrated heavily in the metropolitan area. CPE courses that met weekly mainly served commuters compared with residential institutes that served practitioners from one or more states. Some of the larger CPE efforts constituted about half of the total effort in their field and state, and several served as many practitioners from out of state as from in the state.

Especially the largest efforts in each field were quite varied in the types of CPE activities they provided. Included were courses that met once a week, residential workshops for about two days, and use of video tapes. The largest CPE efforts in education reported annual enrollments of about twenty-five thousand, in medicine and in law about eight thousand participants, and in pharmacy and in social work about three thousand participants. In two fields, collaborative relations were important - in medicine with hospitals and in education with school systems. In each instance, these relationships also served preparatory education purposes such as for residents and for student teachers. Recently, most of the CPE efforts were stable in size and type of activity. Most of them had experienced periods of rapid expansion during the previous decade or so. Recent declines in credit course enrollments in the field of education were in part compensated for by increased non-credit enrollments.

Organizational Arrangements

With the exception of schools of law and of education, most of the schools had a full or part time director who reported to the dean. About half of the directors had been in the position of between five and ten years. In the schools of education, the CPE effort was fairly extensive and there was typically no one person who directed or even monitored the total CPE effort. This was largely because in education, most graduate students were experienced practitioners and so there was a fuzzy distinction between degree seeking graduate students enrolled part-time in the resident instruction program and participants in other CPE activities.

In all fields, the directors of CPE were heavily oriented toward professional (clinical) practice, and so were most of the small number of faculty members who worked closely with them. Most of the directors had been faculty members and/or practitioners in their field. However, especially in schools of medicine there were several associate directors who were not physicians but who had backgrounds in education or related fields. The few large CPE efforts (especially in medicine and in law) had many staff members in the CPE office, sometimes numbering in the dozens.

Each of the CPE offices had some association with their professional school. Typically the dean was supportive, encouraged the CPE effort and allowed the director substantial latitude. However, most faculty members in the school viewed the office as marginal to the professorial tasks they considered of high priority. The director of CPE was well aware of this lack of closeness. Within each professional field there was variation in the centrality or marginality of the CPE effort as viewed by faculty members in the school; and the extremes were greater than the differences in typical centrality from field to field. However, in medical schools, the typical CPE office was fairly central

to the school, whereas in law schools, the typical CPE office was marginal. In schools of education, the typical CPE effort was so diffused that although most faculty members were engaged in CPE activities they did so as individuals or members of departments and not as part of any coordinated school-wide or university-wide effort. In only a few instances was the CPE effort of a professional school importantly related to the university-wide division concerned with continuing education and public service.

As the CPE offices varied greatly in size, so did the annual budgets - from less than a thousand dollars to more than a million. Almost all of the income was from fees paid by participants - for workshop registrations and, especially in law, for purchase of materials. Most offices obtained some additional funds to subsidize new ventures. The sources included tax funds for public universities, external grants, and support by co-sponsors. The collaboration between medical schools and hospitals was an especially strong example of mutually beneficial cooperation. Although federal grants supported program expansion and innovation in most fields, the phasing out of such funds was accompanied by retrenchment, which in the case of some schools in private universities virtually eliminated the CPE effort.

In general, most CPE offices depended on the flow of support and resources which people outside the office could readily withhold. This contributed to a degree of instability which kept the pressure on the director to sustain the effort.

Clients

The main way that most directors sought to sustain their office was by being responsive to their clientele. In most instances, CPE activities were open to anyone who could benefit from them. In the three fields related to the health professions, deliberate arrangements were made to serve members of related occupations. Perhaps this reflected the tradition in medicine, pharmacy, and social work of thinking about each field as part of a broader umbrella of health professions. Although this sometimes occurred in education and in law (such as joint programs for attorneys and accountants) it was less widespread.

Within each field, for each type of CPE activity (such as off campus credit courses, summer institutes, or organization development projects), there was a main clientele toward which the activity was aimed and which was mainly served. For example, graduate credit courses in education or social work, which were offered in the evening on campus, mainly served practitioners within commuting distance who had a bachelor's degree; and hospital based non-credit activities in medicine or pharmacy mainly served interested practitioners associated with the cooperating hospitals.

CPE offices depended especially on informal communication with these main clientele groups for both needs assessment and marketing. In most offices, there was little formal needs assessment. Informal contact with members of professional associations gave the director and staff members ideas about potential CPE activities and a feel for likely response if a new activity was offered. For co-sponsored activities with hospitals, school systems, or social work agencies, the working relations among representatives of the collaborating organizations provided some in-depth basis for the identification of educational needs. Scattered use of planning committees (which included practitioners) and fairly widespread use of reaction forms at the conclusion of CPE activities (which requested information about unmet educational needs) also contributed ideas for new efforts. However, most of these procedures provided information about how to extend assistance to practitioners already well represented in the CPE effort, and did little to suggest how to attract those who were underserved. Needs assessment to identify unmet educational needs of underserved categories of practitioners included obtaining suggestions from representatives of co-sponsors, and from advisory committees composed of practitioners.

In almost all offices, the mailed brochure was the main deliberate marketing procedure used to encourage practitioners to engage in CPE activities. In some of the larger offices, there was also use of articles, announcements, and sometimes advertisements in professional publications such as journals and newsletters. This was especially so in efforts to attract specialists within the field. Most directors, and in large offices members of their staff, were active in professional associations which also contributed to the visibility of the office. Such visibility encouraged practitioners to pay attention to materials about CPE activities and to know where to inquire about them if they were interested. Undergirding these deliberate marketing procedures were word of mouth comments about CPE activities by past participants. In several of the private universities, alumni relations was a special vehicle and appeal in marketing CPE activities.

Other Providers

The size, type, and trend for CPE offices were somewhat associated with the number, size, and characteristics of other providers. Some schools had only token CPE efforts so gave little attention to relations with other providers. This was the case for about half of the law schools and a number of the pharmacy schools. By contrast, a few of the offices were not only large and varied in relation to other schools in the field, they were one of the largest CPE providers of any type in the state or region. This was clearly the case for several schools in each professional field, in part because sampling procedures for the study included nominations of reputedly outstanding CPE offices.

Relations with other providers varied with the size of the school's CPE office. The people associated with token efforts seemed to be little concerned with relations with other providers because little was to be gained or lost from such relationships. It was recognized that faculty members from the school independently conducted CPE activities for other providers. The directors of the large offices depended on effective relationships with other providers to maintain

the size and diversity of their effort. They did so by co-sponsoring activities that would have been less well attended if provided independently. The directors of smaller offices seemed concerned about other providers as competitors.

Professional associations seemed to have expanded their CPE efforts in recent years at a faster rate than did universities. Employers (such as hospitals, school systems, and larger social work agencies) were another major type of provider, especially in medicine and social work. The expansion of CPE in community hospitals has been rapid during the past decade. Especially for schools of education, with many schools of education in each state, other educational institutions are also a major category of other providers. By contrast, in the other four fields there were only a few other universities in the state with CPE offices.

In each of the five fields there were many examples of co-sponsorship and other forms of collaboration between the office and associations and employers. The advantages of close working relationships with associations and the disadvantages of the lack of such relationships were most apparent in the field of law. Most of the CPE offices in medical schools had established relationships with cooperating hospitals, which included provision of CPE, opportunities for internships and residencies for medical students, and sources of patient referrals for teaching and research. The most noteworthy examples of collaboration illustrated the importance of mutual benefits. There were few examples of sustained collaboration with other professional schools in the same field, in part illustrating the lack of complimentarity on which sustained cooperation usually depends. In some instances, a CPE committee of a professional association contributed to familiarity and cooperation among directors. Most directors had a general awareness of the offerings of other CPE providers in their state or service area.

Faculty Involvement

Directors attended to relations with faculty members in their school, as well as with potential participants and other providers. In each of the selected fields other than law, more than half of the CPE activities were conducted by faculty members from the school. In law, less than one tenth of the activities were conducted by faculty members from the law school. Most of the activities were conducted by attorneys in specialized practice. In the other four fields, between one-third and one-half of the faculty members made some contribution to CPE activities each year. For most of them, the contribution entailed but several hours of effort. A few faculty members did most of the planning and conducting of CPE activities for an office. The involvement of faculty members who were moderately or heavily engaged in conducting CPE activities reflected multiple influences. The main

source of discouragement was low priority that CPE seemed to have within the professional school. This low priority was reflected in lack of funding and other school resources for CPE, and in school or university policies that discourage involvement by faculty members and by potential participants. In some instances, especially law, there was little demand because practitioners were not interested in the types of expertise that faculty members had to offer. However, the most important aspect of low priority and source of discouragement was the lack of incentives and rewards from the school for conducting CPE activities. In most instances, honoraria were substantially less than for similar activities conducted by other providers. Few faculty members perceived conducting CPE activities as an expected part of their regular faculty load. In addition to the lack of explicit policy support and criteria for recognizing high quality faculty performance in conducting CPE activities, the low priority for such efforts was implicit in decisions on salary, promotion, and tenure.

The faculty contributions that did occur, sometimes extensive and dedicated, indicated that in some instances there were sources of encouragement that exceeded the sources of discouragement. Among the many that were mentioned, some occurred in each of the selected fields. One of the most widespread and influential was the individual faculty member's commitment to the improvement of professional practice. Within each field, some faculty specialties lend themselves especially to concern about practice, the clinically oriented specialties in the health professions for example. However, the experience and outlook of individual faculty members were also associated with their commitment to the improvement of professional practice and to conducting CPE activities in order to do so. Another major source of encouragement was perceived benefits of CPE for the resident instruction and research functions of the school. For example, faculty members who conducted CPE activities for physicians gained visibility that contributed to referrals of patients with unusual health problems who were important as cases in teaching medical students and in conducting research. As another example, an increase in enrollments in CPE activities (especially in off campus credit courses) sometimes compensated for declining enrollments on campus. Or, staff development projects with cooperating schools or agencies benefited the resident instruction students engaged in student teaching or practice there. Also some faculty members enjoyed conducting CPE activities, in part because of the freedom to innovate, and some of the resulting materials and procedures were subsequently used to enrich the resident instruction program. For example, some social work professors developed case materials for a workshop on agency administration that were very useful for the on-campus administration course. Furthermore, workshop participants included people who helped supervise field experiences for Master of Social Work students. Another influence was administrative encouragement and support, which included the general interest of the dean or specific

assistance by the office director and staff members. For example, in several medical schools assistance by the director in planning CPE activities was a major incentive. Especially in the large and varied offices, directors emphasized the importance of multiple incentives to encourage faculty involvement.

Program Development

Most of the examples of innovative and effective program development procedures occurred in offices with more than a few activities each year. Token efforts seldom used procedures to be emulated. Furthermore, teaching of evening or off-campus credit courses by individual faculty members in education or social work was not reflected in the following generalizations because credit course procedures tend to be handled similarly by the faculty member regardless of location or clientele, and because the director was seldom familiar with the program development procedures used for credit courses.

A distinguishing characteristic of the large CPE offices was that program development procedures were varied. Also, the differences among offices within each field were great, as were the similarities among corresponding offices across fields, regarding program development procedures.

Overall, there are many sources of ideas and suggestions for new CPE activities. Larger offices tend to use more sources and take more initiative in doing so than small offices. However, the most widespread source of ideas for new CPE activities was the preferences of the faculty members who subsequently conducted or coordinated the activities. (In law, most of those who conducted CPE activities were practicing attorneys who specialized in the topic area, and who depended on the director and on their own experience to identify promising topics.) Faculty members, and the director, identified promising topics in large part from informal contact with practitioners such as through professional association meetings and committees. Additional sources included unsolicited suggestions, comments on reaction forms completed by participants in past activities, and occasionally formal needs assessment activities. Use of planning committees were fairly widespread, especially for non-credit activities with multiple resource persons, and some involvement by staff members from the office.

The most widespread purpose of CPE activities was to alert practitioners to new developments in the field. Only a scattering of activities, often ones identified by directors as outstanding, are designed to help participants to go beyond reception of information to explore and practice applications.

Although a wide variety of learning activities were used in CPE activities, the most usual was listening to a presentation with little opportunity for questions or discussion. This was especially so in

law. Mainly in the several large offices in law and in pharmacy, video tapes were used to provide effective presentations that could be used inexpensively in multiple locations in order to increase access. In schools of education and of social work, small group discussion was typical. At universities with distinctive facilities or resources, such as a telephone network or a conference centre this was reflected in the types of learning activities used by the CPE offices there.

There was only one program evaluation procedure that was widespread in each field - use of reaction forms completed by participants at the conclusion of the activity. Tabulations of responses supplemented the general impressions of those who conducted and administered the activities, and perhaps of members of the planning committee. In many instances, these informal impressions, along with enrollment and financial figures, constituted the only program evaluation that occurred. In each field there were a few examples of more formal or extensive evaluation procedures, such as a board exam at the conclusion of a review course in medicine, follow up study regarding application in pharmacy, several brief discussion sessions to review progress and make adjustments in a social work workshop, an annual review of various offerings by a general advisory committee in education, and a post conference review by the planning committee in law.

Issues

There were a number of trends and issues that were identified in most of the fields. This list did not include anticipated major changes in the extent and type of effort. Most directors expected substantial stability in the next few years.

A widespread issue was the importance of strengthening the connection between CPE and professional practice. Included was involving people in program development who had a commitment to the improvement of practice, as well as use of needs assessment procedures, learning activities, and program evaluation likely to encourage participants to use what they learn to improve their practice.

Two closely related issues were strengthening program development procedures and collaborative relationships. Suggested ways to strengthen program development included more effective needs assessment and evaluation, using media and technology to increase access, offering more indepth activities, and support of research and evaluation to refine program development procedures. Suggested ways to strengthen collaborative relationships included creating consortia to develop and use educational materials; assisting directors of CPE in work settings such as hospitals, agencies, and school systems; and improving cooperation with associations.

Other important issues in most fields were encouraging faculty contributions to CPE activities and diversification of financial support. Some issues were mentioned in several fields, but not in most. Included were marketing, setting priorities, increasing access, increasing support from the dean, and relating CPE to increasing specialization in the field.

Major Influences

The CPE offices varied greatly in their vitality, as reflected in program expansion and innovativeness. There were some characteristics of the office or the setting that seemed to be associated with vitality that were somewhat unique to each field. However, some characteristics associated with vitality emerged in each of the selected fields. Three characteristics associated with vitality that seem to be part of an administrative approach to providing CPE were educational leadership, obtaining support, and involvement of practitioners. In addition, vitality seemed to be associated with the past history of the office, and to be related to the way in which competition from other CPE providers was viewed.

The greatest and most evident association with vitality was the leadership of the director and perhaps one or two key staff members connected with the office. Much of this leadership concerned the educational process. In several instances, one or more staff members who were especially proficient in planning educational activities for adults made major contributions to this educational leadership. The resulting educational leadership was reflected in working closely with faculty members and others who conduct CPE activities regarding program development, and in exploring the potential of educational media and materials. Another feature of such leadership was attention to relations with both the school and the clientele. Most of all, it included a sense of direction regarding the types of CPE activities that would be especially responsive to issues in the professional field. In one law school without a CPE effort, it was assumed that the only purpose of CPE activities was to explain techniques to new lawyers, and it appeared that issues facing the profession were not considered as topics for CPE.

Obtaining support was also associated with vitality. Most CPE activities recovered direct expenses from fees paid by participants. The most vital offices acquired additional support from the school, from foundations and government agencies, from employers and associations, and from a variety of other sources as well. This support provided venture capital and subsidy to pioneer new directions regarding issues, clientele, and delivery systems. Many innovations require start up costs, and offices that were unable to generate or acquire venture capital were constrained regarding innovation.

A third characteristic of the most vital offices was the emphasis on active involvement by practitioners. Practitioner involvement included suggesting topics or activities, participating in planning and advisory committees, actively engaging in learning activities, suggesting how activities could be improved, and serving as resource persons. Active co-sponsorship and support by professional associations was one form of practitioner involvement, and as illustrated by relationships between bar associations and continuing legal education, withholding or withdrawing support could nullify the CPE efforts of a school.

The history of CPE in a school affected the extent to which leadership, support, and practitioner involvement was present as well as the extent to which they resulted in program expansion or innovation. Some long standing offices seemed to have lost their vitality, and most of their effort was devoted to maintenance. By contrast, a change of director or a major new programming direction was associated with a large expansion or change of emphasis of other long standing offices. Some newly established offices expanded rapidly in response to unmet demand or increase in available resources.

Extent of vitality also seemed to be associated with the way in which other CPE providers were described. In the more vital offices, competition with other providers was characterized as a challenge. In the less vital offices, similar competition was characterized as a threat and as a reason for lack of vitality.

CONCLUSIONS

The foregoing findings present highlights from the comparative analysis across the five selected professional fields. These findings emphasize the CPE concepts and practices in some fields that can be useful to CPE administrators in other fields. By contrast the remaining findings from the total technical report (Knox, 6) contain case descriptions of the individual CPE offices that were studied and conclusions regarding organizational dynamics, trends, and issues within each of the fields. Thus, the following conclusions include implications from the comparative analysis for practitioners who want to increase the vitality of their CPE offices and for scholars who want to study CPE and are interested in suggestions regarding promising research directions.

The procedures and issues related to planning and administering CPE in each selected field were somewhat distinctive. Furthermore, the variation in practice within each field was greater than the differences from field to field for CPE offices at comparable levels of vitality. Even so, the character of CPE offerings, and the organizational dynamics associated with them reflected the nature of each professional field and its education. Many pertinent findings

were presented. Examples related to program development include widespread use of lecture series and detailed notebooks by CPE offices in law schools compared with widespread use of small group discussion and attention to the affective domain by CPE affairs in schools of social work. Examples related to organizational dynamics include greater attention to benefits to resident instruction and research activities from collaborative CPE activities with hospitals by schools of medicine compared with collaborative relations with school systems by schools of education.

An appreciation of the distinctive character of CPE from field to field can enable practitioners to select and adapt concepts and practices from other professional fields. Most CPE administrators work with one professional field. Their recognition of similarities and differences across fields can help them to understand their own field, as well as to adapt useful ideas from other fields.

There were, however, similarities that occurred in many fields. These widely shared CPE organizational dynamics deserve special attention because they appear to be fundamental to vital CPE efforts. A major example was the importance of educational leadership by CPE administrators. Other examples include involvement of practitioners, strengthening collaborative relationships, and provision of multiple incentives for those who conduct CPE activities. There was also widespread concern about underserved categories of practitioners. In each office, and within each field, there were distinctive characteristics to be considered, but attention to such widespread issues and dynamics would seem to be especially likely to increase the vitality of CPE offices.

The study also suggests promising directions for research. Some suggested research directions in the total study extend beyond the comparative analysis reported in this article. Examples include further analysis of issues and dynamics within each of the five fields, analysis of relationships between the preparatory and continuing education functions of professional schools and university-wide divisions that coordinate continuing education and public service. It would also be interesting to revisit CPE offices in several years and to chronicle their evolution. For the foregoing purposes as well as for purposes of comparative analysis across fields, it will be important to test the main conclusions with a larger and more representative sample of institutions. It would also be useful to extend the study to other professional fields. The recent framework by Houle (1) provides a comprehensive basis for doing so.

The current findings about characteristics associated with the vitality of CPE offices indicate some useful research directions. Vitality refers to program expansion and innovation. In general, the

CPE offices in each field that were perceived as outstanding nationally, were in fact larger and more dynamic than most of the remaining offices that were studied. Interested scholars who use historical or sociological research methods might select institutions in which practices associated with the vitality of the CPE function were introduced during the past decade, and explore the impact of those practices on vitality. Scholars who use experimental research methods might arrange for practitioners in a sample of CPE offices to introduce practices associated with organizational vitality and then to evaluate the impact, in contrast with a comparison sample of comparable offices.

Using each of these research methods, it would be interesting to explore why rapid changes in vitality occur in individual CPE offices. Promising characteristics to explore include changes in leadership, recency of involvement in CPE, assistance from collegial networks, and commitment to the continuum of professional education within the professional school. A related focus would be the move by a school from token efforts to active involvement in CPE programs intended to influence professional practice.

Another focus would be exceptions. For example, rapid expansion or change in program direction most often occurred soon after appointment of a new director. What accounts for such changes when they occur years after a director was appointed? Also, educational innovation is more typical when the director or a key staff member is especially interested in program development procedures. What accounts for such innovation when educational leadership seems to be lacking?

And finally, there are many opportunities to evaluate especially innovative and effective practices used to plan, conduct and administer CPE efforts. Scholars and practitioners, perhaps working together, can identify such practices and evaluate them in an effort to explain their effectiveness and suggest how practitioners elsewhere might adapt them to their own situations.

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MANDATING CONTINUING PROFESSIONAL EDUCATION *

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INTRODUCTION

A most common phenomenon affecting professionals in contemporary societies is the accelerating rate of technological and social change. In each professional field, technological and social change alters the body of knowledge and skills that defines professional practice and threatens the individual professional with obsolescence.

Increasing specialization, changes in work settings, and increasing sophistication and complexity of client systems are some of the conditions facing practitioners as a result of technological and social change.

The knowledge resources supporting each professional group are subject to technological and social change in various ways. Fields like medicine, architecture and pharmacy are greatly influenced by scientific and technological developments. Helping professions like education, social work and counseling are affected by social change.

Because professional groups are at different stages of development, the involvement and emphasis on continuing education differs from group to group. Some professions are just beginning to recognize how continuing education can contribute to the maintenance and improvement of professional practice. Others view education as a continuum with preparatory education at one end and continuing professional education at the other.

Persons who plan and implement continuing education activities for professionals are concerned about the role that continuing education can legitimately be expected to play in preventing and overcoming occupational obsolescence and maintaining and improving the quality of professional services. These concerns have become forceful arguments in some quarters to establish mandatory continuing education as a requirement for re-certification or relicensure in various professions. Legislators, acting as spokesmen for the public, and representatives of professional associations have argued for the implementation of mandatory continuing education as a guarantee of competent professional services.

The typical form that these requirements assume consists of a stipulation that each professional must participate in a designated number of hours in approved continuing education activities during a specified period of time. Professions vary in what they will accept as approved activities. In most cases, approved activities include more than traditional courses or conferences. These requirements are generally connected with continued membership in a professional association, re-certification by a professional association, relicensure by the regulatory agency of a state government, or rights to work in a specific setting.

There are four major perspectives from which to examine the issue of mandatory continuing education: the public, the professions, educators and individual professionals.

The Public

Consumer pressures have increased in recent years demanding that quality professional services be available and delivered on request. Legislators, acting as agents of the public, are involved in establishing laws and regulations concerning relicensure that are designed to guarantee competent professional practice. Part of this growing legislative involvement centers around increasing public concern about malpractice, stipulations for accountability in recent federal social welfare legislation, and the activities of consumer groups. Legislative bodies are being forced to examine the question of professional competence and to recommend laws that will act as safeguards for the public.

Some critical questions regarding professional competence from the perspective of the public and their legislative representatives are:

- -Who is responsible for safeguarding the public against incompetent professional practice?
- -How can the public be assured that adequate levels of competence are maintained by professionals?
- -What kind of monitoring system should be established, if any, and how should it be administered? Who keeps records?

The Professions

Historically, autonomy has been central to the definition of a profession. Only an individual professional or another member of his/her profession could pass judgement on professional performance. Strong ethical and professional standards were developed to guarantee competent performance. Government and public pressure to examine professional practice threatens to redefine this concept of autonomy.

The professions represented by professional associations share the public's concern about professional competency, but have additional concerns that differ from persons outside the profession.

Questions and issues surrounding the problem of obsolescence, professional competence, quality professional service and mandatory continuing education from the perspective of the professions include:

1. How long does it take before skills and knowledge become obsolete? Is educational half-life a realistic concept?

2. What is continuing competence?

3. What are the criteria and standards for competence, as well as quality, professional performance? How are these measured? Who defines these? Persons internal or external to the profession?

4. Should efforts be made to maintain standards which would be a ceiling for all, or a floor for a few?

5. How does disagreement within a profession about theories and approaches to practice affect the definition of professional competence and quality service?

6. What is the relationship between definitions of competence and requirements for licensing, membership or certification?

7. What can someone legitimately be asked to do to demonstrate proficiency?

8. Can a person "stay current" or does he or she have to prove it by demonstrating competence or reporting adherence to specified requirements?

9. Is there a danger of standardization in setting requirements for membership, certification, and licensure that will foster conformity and discourage innovation in the profession?

10. Will precise statements and strict monitoring of professional competence limit the numbers of capable people willing and able to practice in a profession?

Educators

One method used by some professionals to remain informed about technological changes related to their practice and thus maintain an adequate level of competence is continuing professional education. Some educators and educational organizations have tried to capitalize on a potential demand for their services. The following questions highlight some of the educational issues that have emerged concerning this approach, especially with reference to voluntary or mandatory participation in continuing education activities.

1. Can continuing professional education or any kind of education guarantee professional competence? What is the relationship between knowing and doing?

2. Do all professionals need the same kind of continuing education? How will mandatory attendance at continuing education activities affect the learning of those who would not normally attend voluntary sessions?

3. As mandatory continuing education becomes a reality in more professions, what are the delivery capabilities of present continuing education structures?

a. What is the supply of resource people? Is the investment and return ratio for the time and effort of the resource person worthwhile?

b. Are there strong institutional commitments by sponsoring groups for continuing education for professionals?

c. What institutional arrangements within and among sponsors will be necessary for effective continuing education activities for professionals?

d. What are the implications of continuing education for professional schools? Professional societies? Professional employers?

4. What can procedures that have been developed for adult and continuing education contribute to the success of continuing education for professionals?

a. How can practice related educational needs of professionals be identified? Do professionals need counseling to identify these needs and choose the most effective educational resolution? Will professionals be permitted to select activities most appropriate to personal needs?

b. How or can programs be evaluated to determine change in professional practice as a result of continuing education participation?

The Individual Professional

The individual most affected by the requirements for mandatory continuing education is the practicing professional. Some of the issues that concern practicing professionals include:

1. Are all groups accepting or approving the same activities? What kinds of activities will count?

2. How many contact hours per year are required for each professional? Who determines the amount? What is the basis for this amount?

3. What is the cost-benefit ratio for a practitioner with respect to his or her practice or job?

4. Does mandatory continuing education represent a significant erosion of leisure time and invasion of personal life?

5. Who will pay for participation in mandatory continuing education activities? Will cost include the loss of practice time in addition to tuition, fees, materials, travel and lodging? Will the individual professional be required to pay? Will the state pay? Will the public pay in the form of increased fees? Will an employer or professional association pay?

The question now facing the professions is not whether continuing education is worthwhile, but whether compulsory attendance has demonstrative value for either the professionals or their clients. If a relationship exists between the courses the professional attends and his or her "needed" knowledge, then the arguments for continuing education might be sound. What seems to be occuring however, is an attempt to make continuing education do things it cannot do, such as assure competence, knowledge and quality professional service.

Joe Chouinard of the Canadian Medical Association summarizes the arguments for and against medical continuing education. His reasons can be made generic to all professions.

The Argument FOR

- Present low participation in continuing education programs needs a boost.

- The professional's public image needs improving; this is the easiest and most harmless "something" that can be done, since the public seems to accept its effectiveness.

- Continuing education funding, unlike undergraduate and graduate funding, will be more easily secured.

- Needed to maintain self-regulation and to deter government actions to assure quality of care.

- Improves performance and the quality of service by bringing "sluggish" professionals up to a better level of practice.

- Could lead to reduced costs by improving service.

- Always increasing concerns about malpractice. By requiring continuing education, competence will be raised, there will be fewer malpractice events.

- Stipulations in Professional Practice Acts, membership requirements, etc.

- An appropriate transition phase to other more effective systems of professional accountability; establishes some requirement for relicensure as "a fact of life."

- Maintaining and continuing informed professional knowledge and awareness.

- Many professionals become so isolated physically or geographically from their peers and from the mainstream of practice that they find their core of knowledge shrinking with time; a decreasing level of performance too often results.

- As the practice loads grow on most professionals, time becomes more and more committed until there is little time for any other activities. All too frequently this results in less time being allotted for continuing education, even when the motivation is present.

The Argument AGAINST

- Acquisition of information through continuing education is only the first step in application in practice.

- Compulsion does not generate self-direction, motivation to learn, or sense of accountability. It is naive to believe that the non-motivated, disinclined professional is going to benefit from enforced continuing education.

- Potential rebellious attitude created by compulsion and legislation mitigates against learning; people learn because they wish to learn and (or) because they need to learn.

- Individual initiatives, motivation and responsibility for competence (the essence of professionalism) is either ignored or denigrated.

- Policing compulsory continuing education is costly.

- Legality; infringement on civil and professional rights.

- Accreditation (quality assurance) of continuing education programming is underdeveloped.

- Generates dependence on traditional programs at educational institutions rather than self-responsibility for learning and creation of innovation approaches to education for practicing professionals.

- May reduce professional availability, since professionals may spend more time on educational activities, often at considerable distance from their practice.

- In the United States, no change in behavior is necessary to meet existing compulsory standards. In states with mandatory continuing education, only a small percentage of professionals have had to increase their participation in continuing education.

- Compulsory standards ineffective in weeding out incompetents, since it is not possible to equate participation with competence.

- Cataloguing hours has led to unprofessional behavior by some professionals who may register for a course and fail to attend, except to pick up a form certifying their attendance.

- Encourages proliferation of programs that may be of questionable quality. In the United States, the market has been flooded with programs and groups rushing to meet the demand... an extremely profitable business.

- Not necessary for most professionals because most continue their education, motivated by their conviction that education improves their practice.

- All professionals included and treated in same way; promotes a rigidity that does not allow for individual differences in learning.

- For the time being, much of continuing education remains essentially experimental and pragmatic both in method and content. This circumstance scarcely justifies a mandatory approach.

- To promote a positive, look-what-we-are-doing-to-improve-your-professional-image to the public by pointing to mandatory reporting of continuing education is to indulge in the dissembling and equivocation to be expected of politicians and advertising agencies.

Knox suggests seven disadvantages of trying to use CME to protect the public from substandard performance:

1. To be responsive, mandatory continuing education programs would have to be tailored to the extreme specialization that occurs during professional careers. Unless available programs reflect this specialization, requirements that all members engage in approved programs that are more general tend to be unproductive.

2. The approval process tends to centralize continuing professional education and to discourage desirable diversity among sponsors. This can reduce innovation by both individual professionals and sponsors of continuing education.

3. Efforts to minimize substandard performance by a few professionals creates undesirable defensiveness by many members who feel that they have been coerced to participate in the resulting mandatory continuing education programs.

4. If sufficient resources are devoted to the provision of programs to meet minimum requirements, there may be little left over to assist the more able members to extend their competence. Studies of diffusion and adoption of innovative practices indicate how influential their example is on other members, some of whom would be far less influenced by abstract information.

5. If the reason for mandatory requirements is to affect service to the public, then evidence of participation or even competence is insufficient. The methodological and political problems of assessing the actual performance of practitioners remains. One way to reduce the expense of and resistance to performance review is to use inexpensive procedures to identify members whose performance is likely to be substandard and then to use more extensive procedures to document the specific areas of substandard performance that may exist.

6. The problem of enforcing participation in continuing education as the basis for relicensure is about as great as the problem of disciplinary action for substandard performance.

7. If mandatory continuing education is a token solution to the problem of substandard professional performance, it discourages the search for more effective solutions.

Wells, in reflecting on CME, makes the following observations:

1. While continuing education is being mandated for the purpose of improving the quality of professional service, of the major determinants of substandard performance, sheer ignorance on the part of the professional is the least common.

2. The educational methodology through which continuing education is delivered is highly experimental and, therefore, scarcely justifies a mandatory approach. In particular, needs-identification techniques and evaluation methodology are not rigorous enough to produce and measure effective education.

3. By mandating continuing education, the focus is placed on counting credits rather than on learning. That is, professionals may be too busy keeping score and forget that learning is to take place.

4. The mandating of continuing education is sure to increase the cost of professional service, and it is likely that this cost will be passed to the consumer.

5. Professionals are self-motivated, concerned individuals who would be expected to participate in learning of their own volition. Forcing these people to continue their education under threat of discontinuation of their right to practice, or by posing a threat to their dignity, will only have ill effects. That professionals are self-motivated is consistent with a majority of studies, which show that most professionals have routinely engaged in continuing education well above the level required by most regulating bodies.

"Practically every 'good' movement of our time has begun as a voluntary ideal, but has ended in a set of regulations administered by a bureaucracy."

"It is a cruel hoax to purport that present continuing education programs will update the practitioner's knowledge and materially improve the quality of his/her practice."

Continuing education participation is a process and a means to an end, not an end in itself. The desired end is increased competence, performance, and service to society. Evidence that a professional engaged in the process, spent the time (and was awarded three CEU's) is not sufficient. For those who want evidence of competence the problem of improving our methods of assessing competence remains.

Most of continuing education for adults is voluntary. Few people appreciate how many of the desirable characteristics of continuing education are associated with the freedom of adult learners to select what they want from a range of continuing education opportunities, and to withdraw if they are dissatisfied, (to vote with their feet). This allows the adult learner to decide on the benefits that are desirable, in the form of increased competence or other outcomes, and to enjoy flexibility in the ways in which the competence is acquired.

Academicians involved in providing continuing education for the adult practitioner are skilled in child-youth education. They teach as they were taught. The methods, techniques, and philosophies of traditional college-level education are applied to adult continuing education. These programs are characterized by three traits: (1) The educational purpose is viewed as the transmittal of information. (2) The programs reflect technical presentations by subject-matter experts. (3) The programs are primarily of a lecture or panel discussion format. (4) Active formalized clientele involvement in the program or in need-determination is limited.

By and large, adults cannot be coerced into learning. They can be bullied and overpersuaded, but fear is a dangerous motive, and its main result is to create in the learner a loathing for the teacher, the subject and the school. In fact, it cripples any further likelihood of learning.

There is an effort in mandatory continuing education to force those members of a profession who do not participate in voluntary continuing education, to at least meet a modest minimum standard. The procedures that are used to do so tend to encourage conformity for all members. Approval procedures encourage conformity for all members. Approval procedures encourage standardization of programs by sponsors. Emphasis on process instead of outcomes encourages similarity of activities by individuals. It would seem preferable to encourage a wider range of sponsors and programs, that in turn encourage and allow the individual professional to select those continuing education activities that fit his or her personal program of self-development. Some may be closely associated with the work setting and corporate objectives and some may provide contrasting perspectives. The result should be increased resources for continuing education and programs that are responsive to diverse learner needs.

Adult education represents a process which the adult learns to become aware of and to evaluate his experience. To do this he cannot begin by studying "subjects" in the hope that some day this information will be useful. On the contrary, he begins by giving attentions to situations in which he finds himself, to problems which include obstacles to his self-fulfillment.

There is ample evidence to support the view that adult learning is not most efficiently achieved through systematic subject instruction; it is accomplished by involving learners in identifying problems and seeking ways to solve them. It does not come in categorical bundles but in a growing need to know. It may initially seem wanting in content that pleases experts, but it ultimately incorporates knowledge in a context that has meaning. It is, in short, a process model of education.

Compulsory CME raises the cost and jeopardizes the quality of education by its very regulatory nature, without demonstrating any compensation or benefit to the physician or his patients. Forcing physicians to attend courses diminishes their accessibility to patients and simultaneously raises the cost of care. Moreover, all deficiencies in health care cannot be corrected by CME. The solution to substandard medical practice is to weed out the poor practitioners by existing, but now underutilized, peer review techniques. Using CME to accomplish goals beyond its capabilities may damage its worth, and CME is too important to be rendered ineffectual. Mandatory continuing education is a paper dragon. It will not impress our clients or appease the politicians for long and will inevitably alienate the professions from all forms on continuing education.

In conclusion, consider the following, written by a practicing internist in Kalamazoo, Michigan:

The Ballad of CME

It's now the LAW!
Here in Michigan.
Here, there and soon everywhere around the country:
50 hours a year of continuing education:
Get it or get lost! Get it or lose your license!
Good grief!
Medical school wasn't torture enough:
Now we've got to sit through some more godawful lectures!
Roll in the professors, turn on the Kodak carousel!
All we need is some more schrapnel from the knowledge explosion!
BOOM! CRASH! BOOM!
Knowledge exploding all over the place!
God, as if we didn't have anything else to do!

Learn, learn, learn!
(Not to mention un-learn what you thought you knew!)
Do this with patients piling up in the waiting room!
Do this with hospital rounds still to make!
5--10--15--20! God, how they pile up!
A quick look, then move on.
Promise yourself you'll spend more time tomorrow.
Only tomorrow it's the same old rat-race.
The same hurry! hurry! hurry!
Hurry to the hospital, hurry to the office, drag home late.
Patients on week-days, patients on week-ends.
Patients on work days, patients on holidays.
Medicare
Medicaid.
Soon aid for all.
Only who's going to do the aiding?
Who's going to slow the whirling merry-go-round?
Whirl and never stop!
Hurry, hurry, hurry!!!
Patients, patients, patients!!!

Once, long ago, each one of us was going to stamp out disease.
Or at least give it one hell of a boot!
Once each one of us was going to make the daring diagnosis.
Nip in the bud all kinds of strange diseases.
Once.
All around us the barrage still goes on:
Screen for this!
Screen for that!
Why aren't you looking for my pet disease?
Don't you realize what affliction is on the hit parade this month?
Once diagnosis was exciting, challenging.
Now it's pull the plow and get on with the work.
Who can be thorough when there's so much to do?
Not you.
Not me.

And, for Christ sake!, now the "Feds" are into peer review!
PSRO
Audit.
Anyway you tag it, it just means more paper work for the
busy, busy physician.
As if insurance forms didn't give us enough to do!
Just what we needed: another committee! another meeting!
Just what the doctor ordered!
God!
Where will it end?
The world's gone mad!
Stark raving mad!
So what do we do? Give up?
Toss in the sponge (properly counted of course)?
Set out on a world cruise, seeking some secluded and
safe tropic isle?
On a hilltop far away the wind blows free for you and me!
Withdraw to a paradise free of the hectic pace and
unreasonable pressures of twentieth century America?

Some will, perhaps.
A few with a bundle of mega-bucks tucked away.
A few with no family responsibilities here and now.
A few who think that life will not lose its savor if there
is no demanding work.
A few may go.
But not most of us.
Not those of us who have worked too hard and too long and too well.
Most will stay.

What, then, for we who stay?
Can we not find some reason in this work of ours?
Can we not do better?
Even a little better would help.
How?
How do we harness the full power of the facts around us?
By pushing back. Turning shove to push.
He who does not attempt to control his destiny
Deserves his fate.
Big talk! Not really. And it's not talk that's needed, but action.
Continuing medical education is here.
Audit is here.
Both here to stay
clump! Clump! CLUMP! --- the Feds are here to stay.

So how do we keep the Feds off our back?
Keep them off and still have time to practice good medicine?
Still have time to be fair to ourselves?

By captaining the ship of CME.
By charting its course.
Being sure what we learn is what we need to know to deal
with common diseases where outcome can be altered.
Focusing audit where change is possible,
Where the patient can be helped.
The Feds are easily satisfied with paper rituals.
We should be satisfied with no less than CME and audit that
help us help our patients.
We can have programs useful enough and interesting enough so
we can stay awake.
We can make CME both fun and profitable.
Fun for us, profitable for our patients.
Or even vice versa.
Captain of the ship? Hell, it's time some just got on board!
But all on board or some still on the dock, the ship is sailing.
The ship sails when the hour strikes.
Who do you want at the helm?
The Feds or us?

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THE POVERTY OF PROGRAMMING AND ANDRAGOGY:

RE-EXAMINING SOME BASIC ASSUMPTIONS ABOUT ADULT AND CONTINUING PROFESSIONAL EDUCATION

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There are two recurring notions in the literature of continuing professional education (CPE) which greatly influence how those responsible for the delivery of continuing education for professionals go about developing that education. These two notions are program planning and Andragogy.

In this paper we propose that a reliance on these two notions as foundations upon which continuing professional educators provide education may be inappropriate. We contend that the current model of program planning in adult education (and used in CPE) may not be congruent with the actual behaviour or needs of professionals in the field and that, contrary to claims of "programmers", a power and authority and an epistemological gap remains between provider and client. We further contend that the notion that there is a theory of adult education (Andragogy) which is distinct from a theory of child education (Pedagogy) is false and diverts attention of educators from critically examining the central issues of how adults learn, why they change (or fail to change) and the role of the adult educator in this process.

It is our hope that by examining what seem to us to be major inconsistencies within and between current theory and practice of adult education we will contribute to what we see as a growing debate about the purposes and practices of continuing professional education.

THE LIMITS OF PROGRAMMING

As Apps (1979, pp.114-115) has shown, the common model used for planning adult education is implicitly based on the "classical" model devised for schools by Ralph Tyler in the 1950's. It consists of five sequential planning stages: (1) identifying needs; (2) defining objectives; (3) identifying learning experiences which meet those objectives; (4) organizing a suitable format and (5) evaluating the results in terms of the objectives. Pennington and Green (1976, p.22) have demonstrated that continuing professional educators from different fields use this model, although it is blended with such temporal factors as personal values, environmental constraints and available resource alternatives.

One reason why we believe that a reliance on the program planning model is inappropriate relates to the inherent weaknesses of the Tylerian conceptualization as interpreted by program planners. The view of need is simplistic; focus on the attainment of predetermined objectives does not allow for natural or unanticipated learning during the course of the programs and inadvertently leads the educator to view all learning in terms of demonstrable behaviour (Apps 1979, pp.117-122); and the tendenc to interpret objectives behaviourally poses ethical questions as to ether one person should attempt consciously to modify the behaviour of another.

A second reason why we suspect the current program planning model is that there seems to be a mismatch between patterns of professional learning and the product of the program planning process. Despite Knowles' argument that planning, need diagnosis, objectives-formulation, design and evaluation should be mutual undertakings between learner and "facilitator", (Knowles, 1973, pp.102-123) this rarely occurs in practice. "Programs" or "learning activities" are usually conducted by some kind of specialist, and are attached to the formal institutions.

In contrast to the assumptions of the program planning model, professionals learn to solve professional problems in a variety of ways, only one of which is participation in formal CPE programs. Tough's survey (1979, p.256) of research in major learning efforts of adults emphasizes that professionals undertake major job-related learning efforts by themselves far more often than through organized educational means. McCatty, (1975, p.126) reports that the most-cited reasons why professionals choose self-planned learning is the desire for individualized subject matter, to solve specific problems, to pursue a particular interest or because of the convenience of time or effort.

Recent studies suggest a range of factors which influence day-to-day decision making patterns by professionals. As examples, Dubin (1974, p.153), Farmer (1979, p.263) and Baskett (1979, pp.37-39) report that colleagues and supervisors are major factors in learning and on-the-job problem solving, Argyris and Schon (1974) cite personal style in problem-solving, Walker (1979) identifies clarity of the professional problem, and Knox (1979) lists a variety of personal and environmental factors.

By adhering to the program planning model, then, we are in fact ensuring a lack of match between how professional educators view the problem, and what seems to be going on in the field. Decisions about the nature of the problem to be discussed, as well as the solutions to be proposed, still remain ultimately with those identified as "programmers" and "instructors", despite the rhetoric to the contrary. Belief that one is involved in mutual program planning with the student is self-deceiving because this allows the programmers to ignore the reality that they still have the power and that, perhaps quite unconsciously, they wield that power to determine the final subject-matter and program.

A third reason why we must question the current programing model is that we do not know conclusively what the impact of programing is. Until recently, we have focused our evaluation efforts on participation, learner satisfaction and accomplishment of instructional goals (Houle, 1980, pp.238-265), but the results of various outcome studies are now starting to be collected. In medicine, Corbett, (1979, p.388) reports

that "...review of the current CME evaluation literature shows discouragingly little evidence that CME improves either physician competency or patient care." She points out, however, that there were "serious shortcomings" in the evaluations, leaving the data inconclusive. These problems plague outcome studies in general.

Other authors have examined impact. While declaring that the link between CME activities and the impact on health care is uncertain, Green and Walsh cite four impact reviews, some of which suggest positive results had been achieved (1979, pp.81-85). Green and Walsh also found the designs of the evaluations wanting. Gosnell (1980, P.108) found that nurses attending a two-week course did not alter their performance after the course, and that there were no significant differences between the experimental and control group in terms of performance. Hentschel (1980, p.40) concluded, in follow-up studies of adult education administrators who undertook in-service education, that "significant impact" diminished over time. Hiatt (1979, p.359) concludes that a thorough literature search could uncover no articles dealing with impact of CPE on library institutional change.

The above are just a few examples of the confusion and lack of clear data about outcomes of programs. Depending upon how one interprets the impact studies carried out so far, one can minimally conclude that the state of the art is such that we cannot clearly assess whether or not programs have an impact on the performance of the professional. Even if one concurs with Knox's assessment that "The conclusion that all continuing education programs have a major impact on subsequent performance of participants is clearly not warranted. However, the conclusion that some programs do have an impact is irrefutable"., (1979, p.118) we are still left with the question as to which programs do, and which programs do not, have an impact on performance, and what the differences are.

As several authors have pointed out, including Pratt (1979, P.253), Knox (1979, pp.118-119) and Sjogren (1977, pp.111-112), there are a variety of intervening factors such as work climate, motivation and organizational structure which suggest that educational input in the form of programs is far too simplistic a solution and is based on a linear, unidirectional, cause-effect model which does not realistically reflect the complexity of the world of the professional as a learner and doer. It may well be that no matter how careful we are in developing need-oriented programs which meet all the criteria of program planning, the exercise is irrelevant because it fails to take into consideration the impossibility of controlling outcomes because the critical contextual variables of professional practice are not under the educator's control

We suggest that program planners have become involved in a closed sub-system of thought and belief about how professionals learn, and have developed a body of literature and thought - including the notions of program planning and andragogy which are inconsistent with the on-the-job behaviours of professionals. This inconsistency is not surprising, and is part of the restricted professionality which governs the world of many professions where espoused theory (in which we justify or explain behaviour) is never tested against theory in use (actual behaviour). The private learning of this world has been characterized as "single loop" learning in which, "...we learn to maintain the field of constancy by learning to design actions that satisfy existing governing variables." (Argyris and Schon, 1974). In this sense, knowledge and skill act as a means of control, for program planners act unilaterally, independently of their clients. Indeed, it is inconsistency even within espouses theory that accounts for the findings of Pennington and Green that "Planners use the language of the classical model to label their planning actions. However, as they describe their planning actions, it becomes clear that personal values, environmental constraints, available resource alternatives, and other factors impinge on the program development process." (Pennington and Green, 1976). Assuming a need among providers of adult education to increase their effectiveness, we would suggest that a useful first step should be the examination of inconsistencies within and between espoused theories and theories in use.

PROBLEMS RELATING TO ANDRAGOGY

Over the past two decades, the modified version of the Tyler curriculum development model used by adult educators has become associated with one particular educational ideology which itself has been adopted, mistakenly, as a theory of adult learning-Andragogy. This association is made explicit by Knowles, the major apologist of andragogy, in what he referred to as "An Andragogical Model of H.R.D." (Human Resource Development) (Knowles, 1973, p.102).

The notion of Andragogy is, we suggest, conceptually weak and because it serves as a foundation for the espoused practice of CPE, a careful scrutiny of this cornerstone is in order. Andragogy is based on the principle that adults are at a similar general developmental stage and that they have distinctive teaching and learning needs which differ from those of children. According to Knowles (1973), andragogical theory is based on four main assumptions (which are different from those of pedagogical theory): (1) self-concept - it is assumed that as a person ages and matures his self-concept changes from one of total dependency to one of increasing self-directedness; (2) experience - it is assumed that experiences of life increase with age, that these experiences may be used as resources for learning, and new learnings may be related to them; (3) readiness to learn - it is assumed that adult learners are ready to learn those things they "need"

to know because of the developmental phases they are approaching in their roles as workers, spouses, etc.; (4) orientation to learning - it is assumed that the adult comes into an educational activity largely because he is experiencing some inadequacy in coping with current life problems. His time perspective is one of immediacy of application. Courses for adults are thus likely to be problem-centred as distinct from courses for children which are subject-centred, claims Knowles (1973). These assumptions also have implications for the teachings of adults.

All four, however, may be challenged in terms of their assumptions about pedagogy, adult learning, and the current popular practices in continuing professional education. In asserting that self-concept changes from a need for dependency in childhood to a need for self-direction in adulthood, Knowles adopts the perspective of personality theorists Erikson and Maslow. Knowles assumes a chronological, linear personality development, something which Erikson and Maslow did not necessarily intend. To state that adults have a deep need to be self-directing and that children do not, may not in itself be true. Indeed, according to Piaget (1963) child learning is often self-directed. In addition, one may view "self-direction" as being at one end of a continuum, with "direction by another" at the other end. Some adults and children may need or have an expectation that they should be "told" or "directed"; others that they should have some say in what and how they learn. Their perceptions may be formed by such factors as role expectation, socialization or psychological needs. When adults are participants in their own learning, problems may arise because their inquiry skills are either undeveloped or underdeveloped.

Though Lindeman (1926) and Knowles (1973) state that students at schools are conditioned to be dependent on their teachers in order to learn, there is no evidence from research to support this. There is evidence only that a certain type of teaching encourages dependence on teachers and discourages independent thinking. Finally, despite previous evidence that cognitive development is completed in adolescence (Inhelder and Piaget, 1958) recent research suggests that the formal operational stage of thinking may not always be attained prior to adulthood.

> "The newer hypothetical position should be instructive and challenging to adult educators who must work with adults at four different cognitive levels: (1) adults who have functioned at the formal operations level for years, adults at high qualitative levels of formal operations; (2) adults at lower qualitative levels of formal thought, adults who have never attained the formal operations stage; (3) adults who have attained the stage in some areas of life, and (4) those adults who may be experiencing reversed horizontal decalage." (Long, McCrary and Ackerman, p.19).

There is also the question of what learning is perceived by the learner as being significant. Clearly, there are not only differences but also similarities in changes in self-concept which are within as well as between groups of children and adults. Their learning and teaching needs cannot therefore be as clearly separated as Knowles would have us believe.

Among adults as among children, then, the "need" and the ability to be self-directing will vary, and this need will depend on factors such as cognitive and personality development, motivation and role expectation.

There is no doubt that adults have more experience of living than children (though the degree to which experience is retained, learned and operationalized is not generalizable). An experiential approach to learning would seem, therefore, to be valuable for both children and adults (Dewey, 1938). Children also have "reservoirs" of experience. Many teachers claim that children learn best when learning both uses and builds on concrete experience. Those same teachers, like many teachers of adults, also claim that a variety of teaching approaches should be used in relation to the developmental phase of the child or adult and that these approaches should vary according to the purposes of the teacher.

What Knowles does seem to be promoting is a particular paradign of teaching and learning which may be loosely termed "mutual inquiry" (Houle, 1980). This is substantiated by his differentiation of the roles of the "andragogical" and the "traditional" teachers.

> "The difference is... in traditional education, the teacher (or trainer or curriculum committee or somebody) decides in advance what knowledge or skills need to be transmitted arranges this body of content into logical units, selects the most efficient means for transmitting this content... and then develops a plan for presenting these content units in some sort of sequence.... The andragogical teacher... prepares in advance a set of procedures for inviting the learners, and establishing a climate conducive to learning; 2) creating a mechanism for mutual planning; 3) diagnosing the needs for learning; 4) formulating program objectives (which is content) that will satisfy these needs; 5) designing a pattern of learning experiences; 6) conducting these learning experiences with suitable techniques and materials; and 7) evaluating the learning outcomes and rediagnosing learning needs. This is a process model...." (Knowles, 1973, p.102).

The andragogical teacher, we are told, is a "facilitator of learning" (Tough, 1971) who helps the learner to reach self-actualization (Maslow, 1970) and self-evaluation (Rogers, 1969). The principle role of the teacher in schools, we are told, is to transmit knowledge didactically to students and to evaluate their conformity to it. What Knowles proposed is a process-oriented model of education concerned with, "providing procedures and resources for helping learners acquire information and skills" (Knowles, 1973, p.103). He calls this model "andragogy", and contrasts it with an alternate content model concerned with "transmitting information and skills" which he calls "pedagogy". Any visitor to a school or adult education course would see both models in operation.

Whenever courses are planned by "experts" for "clients" there is bound to be a power, authority and knowledge gap, and problems in matching states of learning readiness to course content and learning process. In addition, assertions that adults are motivated to learn only when they experience needs and interests that learning will satisfy are naive. Perhaps in an ideal world all learners would be motivated by an intrinsic desire to learn. However, adults, like children, often attend courses because they have to, or at least perceive that they have to. Their reasons may be directly or indirectly concerned with continued employment, promotion, competency, or personal interest.

Few teachers would agree with Knowles (1973) that the purpose of schooling is to prepare children for adulthood. This is far too limited a view of school education. Not all pedagogy assumes that children are ready to learn those things that they "ought" rather than "need" because of their biological and academic development. There is an element of this in any institutionalized setting, whether its clients are children or adults.

It would seem then, that there are no generalizable clear-cut differences between children and adults as learners. Nor do there seem to be any clear-cut differences between the assumptions about learners that have been made traditionally by those who practice pedagogy and the assumptions made by those who practice andragogy.

The arguments made above criticize both the concept of andragogy and the distinctions between andragogy and pedagogy as postulated by Knowles (1970). Many of the points we make are similar to those of Elias (1979) in his critique of andragogy, although they were constructed independently. However, the inferences and conclusions which were drawn by Elias and the authors of this paper are significantly different. Elias argued that, since, "... andragogy and pedagogy describe not two distinct arts and sciences of teaching....", but, "... two different approaches to the education of children and adults.... Teaching adults is the same as teaching children...." (Elias, 1979).

In reaching this conclusion, Elias is implicitly accepting that Knowles' concept of andragogy is the theory of adult education rather than a theory of adult education which is flawed. It is one thing to suggest that Knowles' theory of adult education is false, but quite another to claim without supporting evidence, that there is no theory of adult education, and thus no difference between the learning or teaching of adults and the teaching of children.

We would agree with McKenzie (1979) that there are existential differences between children and adults that may, "... require a strategic differentiation of educational practice....", and with Lawson (1979) that, "... it is still an open question whether some more fundamental "educational" values or concepts were common to both forms..." of education appropriate for young children and adults.

We conclude, then that:

1. Andragogy is not a theory of adult learning, but is an educational ideology - an inquiry-based learning and teaching paradigm - and should be recognized as such. Though Knowles (1973) states that, "adult education must make optimal provision for differences in style, time, place, and pace of learning...." the client-centred, problem-solving andragogical model which he presents does not do this. It is not always the most appropriate or the most effective means of education.

2. The distinction between andragogy and pedagogy is based on an inaccurately conceived notion of pedagogy.

Not enough is known about adult learning or the teaching of adults. Thus, arguments about "andragogy" and "pedagogy", and even "humanogy" (Knudson, 1979) which, while superficially attractive, implicitly accepts the validity of flawed theories of adult and child learning as put forward by Knowles, serve only to direct attention from the central concerns of adult educators which surely are: (1) how adults learn; (2) why they change (or fail to change); and (3) the roles of adult educators in these processes.

This lack of attention to the central issues may be in part caused by the mistaken focusing of adult educators on "andragogy", and in part by what seems to us to have been an inordinate concentration on a particular narrowly conceived programming model of adult education.

RECONCEPTUALIZING CONTINUING PROFESSIONAL EDUCATION

In the foregoing discussion, we have suggested that two articles of faith in CPE, namely programming and Andragogy, need to be re-examined. Both of these notions, we have argued, do not stand up under close analysis.

Education is a means to solving some problems, but is one of many means, and is only appropriate at certain times, for certain purposes. As with the concept of program planning, it can follow the "Law of the Instrument" (Kaplan, 1964): because education is socially accepted and easily understood, there is a tendency to re-define many professional effectiveness problems as education problems, and to apply educational solutions.

To move beyond this limited perspective we propose, at least for discussion purposes, that those of us responsible for planning and carrying out adult education should reconsider our collective mission. What we have in common, or should have, is a concern for enhanced professional effectiveness, whether this is applied to ensuring that the patient becomes well quickly, that the building is built properly and to specifications, that the client is able to have his or her case considered under conditions of optimal justice, or that children or adults are able to gain knowledge or skills as quickly and accurately as is possible.

Such a refocusing has been considered before. "Continuing Professional Development" or "Continuing Professional Learning" have started to replace "Continuing Professional Education" in recognition that the very title, CPE, is restrictive, and, in fact, is a means rather than an end. Such a re-conceptualization is slow to catch on, and we suspect will meet some resistance. Employers, professions and educational institutions have seen their functions in certain traditional - albeit continually evolving - ways. For professional associations to become more involved in suggesting ways in which employers can increase the effectiveness of their professional staffs may place strains on staff development departments and employers. Yet it is a common occurrence in hospitals. For associations to take on more Continuing Education will certainly make the larger educational institutions, who have come to rely on CPE for public relations purposes, uneasy. And for government agencies to become more involved in regulations, supervision of performance, or other means of ensuring that professional performance is adequate is bound to bring accusations of further bureaucratic interference.

These powerful forces will keep the programming model dominant in CPE for some time to come. Programming ends in a visible product, usually a course, seminar, conference or some other formal learning activity. Such activities are easily recognizable and visible, and fit into the dominant mode of what Houle (1980, p.227) reminds us is regarded by most institutions as the only valid method of education-instruction. In addition, and especially in CPE, courses, seminars and conferences have a habit of making money.

Still, we feel it is important that we begin realizing that we have a common over-arching goal, and that all of the "stakeholders" have contributions to make. Our alternative is to each continue to do what we have been doing and ignore the prospects that collaboration and cooperation between the various parties could possibly improve professional performance.

ALTERNATIVE APPROACHES

If we were to suggest that we were all in the business of enhancing professional effectiveness, what would this mean in terms of things we could do? The ideas presented below are not new, but have been brought together from several sources in order to demonstrate the possible range of alternates.

1. Become Clearer as to Purposes and Means

The uniformity of solutions which are being offered to a multiplicity of problems assume a simplicity of purpose and a homogeneity of demand which does not exist on the part of the client. For example, courses may serve to seek the intrinsic (learning) needs of the client or the extrinsic work demands of the client's employer. Courses may be concerned with increasing specific skills or competencies, introducing new techniques or disseminating new information, encouraging attitudinal changes, teaching inquiry or problem-solving skills, or retraining.

The structure of the programs may be different and so may the roles of the adult educator. One program may require him or her to play a predominantly instructional role, while another may require him or her to be a facilitator of learning. The means of evaluating the programs will also differ depending on whether the objectives are, for example, "instructional" or "expressive" (Eisner, 1969), and whether the evaluation is "formative" or "summative" (Scriven, 1966). Purposes, learning objectives, organizational and transactional modes, and evaluation procedures are not simple factors in planning for continuing professional education.

2. Become Serious about Teaching How To Learn

Various authors have remarked that the most valuable thing a graduate should learn is to know how to learn, yet most of us would agree with Houle (1980), that there is little evidence to convince us that such statements are more than rhetoric. Perhaps, collectively, we should see that professional schools take action to ensure graduates leave with a spirit of continual enquiry and a dedication to professional development.

3. Strengthening Quality Assurance Mechanisms

A variety of means for checking on standards of practice already exist. Hospitals have clinical audit committees; quality checks on physical structures are made by supervisors, government agencies and

consulting engineers; teachers' performance is checked with visits to the classroom by superintendents or principals. By focusing on professional performance, rather than continuing professional education, the range of resources and agencies to ensure proper performance becomes much greater. Employees themselves, and professional associations, should not be overlooked, and indeed, should be considered as alternative or additional active agencies in ensuring learning for quality performance.

4. The Work Environment as a Professional Development Tool

Organizational psychologists have for some time realized the influence of the work environment on performance, and such approaches as Organizational Development have been used to try to come to grips with that reality. Given the growing information about the role of colleagues and supervisors in assisting professionals with on-the-job decision-making and problem-solving, we think it is important to find ways in which work environment can be utilized in continuing professional development, in fact, the apprenticeship system for professional training should be reviewed as a fertile source of professional learning which we have ignored in the recent past.

5. Clarify Training and Performance Situations

Continuing professional education is one of many possible solutions to a number of problems related to "problem-solving" by professionals. As Mager and Pipe (1970) have pointed out, not all performance problems require training and education. Some, in fact most, may be totally unrelated to education, and program planning, although certainly some problems met by professionals in the field may be best dealt with by the careful planning and execution of educational activities. We advocate a more judicious use of education/training. A careful examination of what the problem is, and then selection from a variety of means, including training and education, would help us make sure we are bringing about improved professional performance in the most economical yet effective way.

CONCLUSION

Finally, we would disagree with Houle (1980) who claims that, "To achieve its greatest potential, continuing education must fulfill the promise of its name and be truly continuing, not casual, sporadic, or opportunistic...." It is our view that, despite his immense and valued contribution to the field, Houle still exhibits the perspective of the adult educator which we are questioning.

Much learning is self-initiated and individual, not part of that which is formally provided. Learning is an exhausting, time-consuming business and is usually in response to need. Thus, we would argue that continuing education should be casual, sporadic and opportunistic in that this is the way in which the professional learns in everyday professional life.

There is growing discomfort with the traditional programming model, with the simplistic assumptions about the nature of the adult learner, and with the manner in which we have come to develop a division of labour for improving professional performance.

We hope that the 80's will see a more collective effort to improved professional performance, and a more collective approach to finding the most appropriate means of achieving that goal.

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COOPERATION AND COMPETITION IN THE DELIVERY OF CONTINUING PROFESSIONAL EDUCATION

Remarks of Panelists

Moderator: W.H. Taylor, Ph.D.

Panelists: G.M. McDougall, M.D. F.R.C.P.(C)
S.H. Mitchell, M.A.
B.W. Pickard, Ph.D.
L.L. Williams, Ph.D.

COOPERATION AND COMPETITION IN THE DELIVERY OF CONTINUING PROFESSIONAL EDUCATION: AN OVERVIEW.

W. H. TAYLOR, Ph.D.

To what extent can the various stakeholders in continuing professional education cooperate in the development and delivery of services? Is it beneficial to foster cooperation between continuing professional education providers, or is an element of competition likely to have benefits through improved program quality? These were two of the questions the planning committee had in mind when this topic was included in the conference agenda. Speakers were invited from educational institutions, professional associations, and government to represent the various perceptions on the topic.

The presentations reflected not only the differing perceptions of the participants in continuing professional education but also demonstrated the lack of precision in the definition of the topic. The following papers examine the degree of cooperation/competition in the relationships between providers of continuing professional education, between providers and individual professionals, and among all of these and the government. The paper by Mitchell further extended the topic to include the nature of the relationships among the various professions in the provision of continuing professional education.

However, even with such a divergence of perspectives, the panel appeared to agree on several conclusions. For example, competition among providers of continuing professional education can create confusion for the individual professional who must choose from a "smorgasbord" of offerings. This competition can also result in a disproportionate amount of resources being spent on marketing rather than development or evaluation. There was also general agreement that it is impossible to completely rationalize a system of continuing professional education in which each organization would offer only those programs assigned to it, without overlapping into another organization's territory.

Perhaps the general conclusion from the session was that the nature of the relationships among organizations involved in continuing professional education should be examined further and that vehicles for exchange of views among the various stakeholders should be more available.

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COOPERATION AND COMPETITION IN THE DELIVERY OF CONTINUING PROFESSIONAL EDUCATION: THE PERSPECTIVE FROM CONTINUING MEDICAL EDUCATION.

DR. G. M. McDOUGALL, M.D. F.R.C.P.(C)

Should there be cooperation between the providers of continuing professional education? With Continuing Medical Education we are aware that cooperation and competition can occur within medical disciplines, between disciplines, and between various institutions or providers of programs. Most of our programs are arranged for the delivery of new knowledge or increasing the depth of knowledge or skills, to those taking the varieties of courses offered. However, relevant breadth of knowledge should also be part of our programs, and therefore efforts are made to provide cooperative programs which have a larger perspective with experts from many fields involved. This involves liaison between disciplines and cooperation between those within and outside related disciplines. In setting up our continuing education programs, I believe we should all make efforts to see who else should be involved.

On the local and regional level, there are many efforts of the cooperative kind which are shared in this province. We have shared programs with the University of Alberta and the University of Calgary, in which conjoint faculty members provide quality programs in either setting or at Banff. Also, in Calgary between the affiliated hospitals and the University of Calgary, there is a sharing of faculty, staff, and cooperative programing.

Is the question simply one of cooperation or competition? There is a great deal of covert cooperation or competition which lies somewhere between those opposites. On the covertly cooperative side, there are some programs which use our faculty and resources, but not infrequently fail to acknowledge our involvement or note where the faculty comes from. Occasionally running a program appears to be merely a status or ego-trip, or an attempt to gain more referrals rather than the true cooperative effort. One has to watch the meaning behind the expressed cooperative ventures which are offered to programers. There are those, in Continuing Medical Education who have entrepreneurial expectations alone in setting up programs.

On the covertly competitive side, some programs and institutions although having been cooperative, really seek to expand their base of operations. This has been less of a concern at the local and

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regional levels partly because of distances and numbers of people involved in Continuing Medical Education programs, however, undoubtedly this competition will increase as the implications of new technologies irradicate previous territories. For example, changes in the satellite footprints which are being made throughout Canada will change the potential audience of many programs of the University of Calgary and the University of Alberta.

The ability to compete between institutions is never really equal. When one looks at cost recovery at various programs, the university may be at a disadvantage, and cannot compete as other institutions frequently include their education costs within the budgets of general "health care delivery" programs. It should be noted that competition is not always just between the university and other institutions, but also within the university, as the competition for funding can be extreme. Continuing Medical Education in some universities has an extremely low profile, and therefore has a low potential in its competition for funding.

Overt competition has been rare in this region, but other areas have noted that total Continuing Medical Education programs are set up with external faculty and resources and brought into areas to deliver a program and exclude any local arrangements or local faculty. Undoubtedly, as the number of programs that are offered increases, and registrations go down, this type of competitiveness may become a more regular part of the local scene.

Unfortunately there is also inter-professional competition which exists between professions. This is based in part on inter-professional rivalries and jealousies and territoriality. In my view this is linked to the previous education that most receivers and providers of continuing professional education have. There is an almost total lack of interdisciplinary education and modeling which goes on in most undergraduate programs, and is therefore perpetuated in the professional arena.

Can anything be done about the kinds of cooperation and competition that we see? Cooperation has benefits providing a more balanced overview of topics, enhances shared learning of skills, increases communication regarding the nature and objectives of particular programs, and can increase the breadth and depth within programing. Too often these cooperative arrangements occur informally, and far too often depend on an individuals commitment to inter-professional education, and to their knowing someone; an agreeable person within another discipline. Perhaps there can be committees across disciplines, which can facilitate improved means of communication, and improve planning committee structure for providing inter-professional education.

From the perspective of continuing medical education I would like to offer the following:

1. Providers of professional education must be aware that they should define their own roles and particularly in these changing times must define their changing functions. This is particularly important for medicine, as fifty years ago one in four health care providers was a physician, where today the numbers are one in ten or twelve. In my view this suggests there has to be cooperation between physicians and other health care providers. There is also an opportunity here for continuing professional education between many disciplines, and perhaps opportunities to influence the way in which a profession is practiced.

2. Competition can be reduced by having quality programing. This is to suggest that the quality of programing should involve meaningful experiences which influence the outcome or performance of the attender. In the medical area this means clinical experiences which are directly related to patient care, which will influence the performance of the individual in his clinical work after the learning experience. This is an extremely complex area, with the mechanisms of evaluation and determining competence still somewhat uncertain. However, Continuing Professional Education as well as Continuing Medical Education is moving in the direction of providing meaningful, practical, and clinical programs which are of an experiential nature rather than just cognitive ones.

3. Interdisciplinary education is becoming a necessity. Bridging between professions and the breakdown of old professional roles and functions can be fostered by providing new opportunities with continuing professional educational programs. Perhaps Continuing Professional Education can lead the way and influence the directions of undergraduate education programs in their ability to understand and utilize inter-disciplinary education.

Summary

The issues of cooperation and competition are real. Perhaps Continuing Professional Education has a role to play in breaking down old professional barriers, providing changing definitions of roles and functions, providing quality in depth and breadth of programing, and influencing what types of meaningful experiences can occur of a practical nature for the professional in the future.

COOPERATION AND COMPETITION IN THE DELIVERY OF CONTINUING PROFESSIONAL EDUCATION: A SOCIOLOGISTS VIEW.

S. H. MITCHELL, M.A.

Like the other members of the panel I am unhappy with the priority given to concept of cooperation in this discussion. It is possible to see that many adult educators have long stressed program planning, group dynamics, volunteerism and cooperation as a part of their message regardless of the particular subject to which they are addressing themselves. Professionalism is apparently no exception for this general crusade since each of these themes has been presented by previous speakers in this conference.

In contrast to these positions, I want to stress that the actual advantages of cooperation are limited. Most frequently, the professions cooperate against a common enemy, usually involving governmental policy, even if the enemy is not government itself. Cooperation in a hierarchical field like medicine usually means domination of subordinate groups by the superior group. Whether the professionals are hierarchical or independent in their relationships with related professionals, each profession is still highly unique in their structure and function. Adult educators will not make the professions more alike by pretending that there are generic concerns among professionals. Government, organized consumer groups or other groups with power, can cause the professions to cooperate though such cooperation can also be called collusion.

There has been no noticeable movement among the professions to achieve cost sharing or symbiotic ties in the programs run by the profession. The original purpose of almost all professional organization has been to provide continuing education for their own memberships. The programs have remained largely for their own membership when run by the professional organizations rather than universities. Some professions like the chartered accountants have seen the very well recognized quality of their basic educational programs become the basis of continuing conflict and development of rival professional bodies (Professional Organizations Committee, 1980). Co-ordinating councils of the professions have never been able to develop a basis for dealing with overlap among the professions (Gilb, 1966). Indeed the councils, as in Alberta, have only been able to combine when dealing with the common foe, governmental policy.

Professions have not cooperated because of their extreme status consciousness (Bledstein, 1976). The myth of colleagueship has been sufficient to motivate participation by diverse members of the same

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profession (Larson, 1977). The myth of team co-ordination among different professions has not been able to solicit an equal degree of participation (Blau, 1962, pp.122-124). When professionals work closely with their clients as among some radicals in the professions they can lose some of their status identity (Gerstl and Jacobs, 1976).

However, professionals do not automatically lose their status consciousness because the government becomes involved in regulating the professionals. Nor is the government a neutral forum for meetings of the professionals. Indeed, the recent intervention in Alberta of lawyers and doctors in the problems of the proposed architects' bill suggests that government may make the status rivalry more intense (Notley, 1977). Similarly, the status rivalry among the accounting organizations in Quebec and Ontario have virtually created full employment for the Office du Professions and the Leal study (Professional Organizations Committee, 1980).

In certain respects government may be thought of as another professional group, the civil servants who have an interest in avoiding confrontations with the more powerful professions. In another interest sense government in Alberta may be seen as the embodiment of the selected power if not, ownership of that government by lawyers (Notley, 1977). In any event, government may be treating professions differentially. Nurses and allied health professionals have been subjected to far more extensive governmental surveillance over their continuing education programs than have the more elite groups in medicine (Social Services and Community Health, 1979). Government can see increasing educational qualifications as a very substantial cost which justifies its intervention as in Manitoba and some professionals are more controllable than others.

However, after the development of an extensive program, governments often become involved in matters like the accountants squabbles, in which the governments have no economic interests. More generally, governments and the professions must address themselves to the question of overlap among the professions. Some rivalries can be resolved only at the highest level of diplomacy, such as the jurisdictional wars between doctors and chiropracters, architects and engineers or between lawyers and accountants. A political settlement for such wars would be necessary before proposals for cost sharing on continuing education programs could be considered more than a joke.

Other conflicts among the professions would appear somewhat more manageable in certain cases. The conflict between professional aides and full professionals can be so limited that a common educational program might emerge. However, the extreme status barriers in medicine can mean that the professional aides through their continuing education program can neither qualify for full professional status nor significantly

increase the level of their work. In this conference Mr. Pennington has referred to such a conflict between dentist and dental hygienists. When the professional aide is so limited we can expect them to often resort to passing some dirty work on to someone else even lower in the hierarchy (Hughes, 1958).

However, where the work is more subject to a competitive economic situation, interchange between the work of the professional aide and the full professional can and does occur. In geology and engineering the work of the technicians and technologists has increasingly overlapped with related professionals. Even in these cases more effective continuing education programs can be developed as a form of manpower planning in the public interests.

As well as developing more of a career for various aides in the hierarchy, programs to upgrade existing personnel could lead to cost reductions for training in the health field. Sometimes governments act against their own interests in economy programs. For example, in Ontario the nurse practitioners were so eliminated (Slayton and Trebilcock, 1978). Policy moves of this nature are unlikely to contribute to the "rationalization" that Sterling Lyon and his government in Manitoba see as the aim of government.

The essential interests of the professions can be seen in their continuing education practices. (This line of argument was actually developed by Morris Baskett). When two or three professional groups deal with similar materials or subject matter, the struggle for power and status will tend to force those professions to work separately, rather than pool their resources, and each taking the same course, the "higher" professions are tacitly admitting that the "lower" professions can also undertake the same activities thus undercutting the very reasons for stratification. This manifests itself, for example, in low attendance by physicians at nursing courses which deal with material of concern to medicine, but high attendance by physicians at a course for physicians, but with much the same content. The professionals seldom mistake their status interest.

The only basis for professions cooperating with each other or with government or, indeed, with universities, is in terms of each party's accurate perception of their essential interest. Where training costs are born by government and where the cost of increasing credentialism is born by the public purse, then government should be a major force in bringing about co-ordination between professions. Where market competition can reduce professional rigidities, then competition in continuing education can open opportunities for individuals to advance as well as for consumers to save on the increasing costs of professional services.

Adult education should abandon the myth of cooperation. Adult educators might seek myths that would elicit involvement which the current trinity of cooperation, voluntary learning or learning centres do not appear to be achieving. The ladder of involvement between professionals and professional aides might in some areas provide a more significiant symbol. If adult educators are to remain the myth makers in our society, visions of greater appeal should be coming down from them.

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COOPERATION AND COMPETITION IN THE DELIVERY OF CONTINUING PROFESSIONAL EDUCATION: CONCERNS OF A GOVERNMENT.

B. W. PICKARD, Ph.D.

The recent Alberta Government policy paper on occupations and professions will be drawn on as an example of a government's approach to the delivery of continuing professional education. This paper takes the position that it is the professions' responsibility to maintain competence through continuing professional education.

Dr. Pickard's view is that one must recognize the existence of several "stakeholders": the public, the educational institutions, the professions and the government, and that unless there is dialogue between these stakeholders, and some common purposes exist, the various components will not effectively achieve increased professional competency through continuing professional education.

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COOPERATION AND COMPETITION IN THE DELIVERY OF CONTINUING PROFESSIONAL EDUCATION: A PERSPECTIVE FROM A PROFESSION.

L. L. WILLIAMS, Ph.D.

Based on the title of the session, I have assumed that the question is, "Will cooperation provide better results to all concerned or will competition?"

I have also assumed that the cooperation or competition that we are talking about is relative to those persons, institutions, companies, etc., who are providing educational services or educational opportunities. If this is so then one must conclude along with the free enterprise experts that competition will provide the best product or range of products at the least cost to the consumer.

Users or buyers of educational services would obviously prefer a "shopping centre" of offerings with variations in product offerings which would reflect differences in quality, time of involvement required, content, presentation methodology, location and theory-practice mix to name only a few variables. Obviously it would also be important to have a price tag on each of the product offerings.

In this context, it is important that the product-price relationship be consistent and logical if the consumer is going to avoid inappropriate purchases.

This leads to one of the most serious problems facing the consumer of continuing educational services and that is the informational problem.

There is now a plethora of offerings - the supply is not lacking as the boxful of fliers, brochures, pamphlets, announcements, advertisements, etc., which I have here in front of me, illustrates. These are communications items which have come to my office within the last two or three weeks. However, I, like most consumers, do not really know what is being offered as my time does not permit me to peruse each brochure, pamphlet or advertisement with care and secondly, even if I did take that time, I would not be able to judge the quality of the product being offered.

In order to obtain the information necessary to correctly respond to the problems set out above would take a considerable amount of time. Therefore, the informational costs to potential consumers of continuing educational services is very high. To translate that

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statement into something which may be more understandable, it can be said that to be able to make good decisions on which educational offering to buy requires so much research and self-education that consumers do not go through the process. They just shut their eyes and buy. Chances, therefore, of making a good buy are low and the chances of dissatisfaction are high.

Let me turn to the problem of quality.

What employers and the public generally want in terms of employees, is competent service and the concept is often referred to as just "competence" or "renewed competence" or "maintained competence" or "professional competence".

A definition of competence which I have recently adopted has two aspects. The narrow definition of competence would equate to the knowledge or ability required to carry out the task. The person having such knowledges or abilities then, would have the potential to carry out a given task. A broader definition of competence would refer to the ability of a person to apply knowledge to a task so that the client's interests were advanced. It is the results which count in the second and broader definition of competence.

Most employers wanting competent employees will turn to providing their employees with training or continuing education in the belief that if the knowledge of the individual is increased the competent service or results produced by the employee will be improved. This may not, however, be an accurate reflection of the facts. There are several points of "slippage" in the total equation.

Competent service is based not only on knowledge but on the individual's attitude toward using his knowledge carefully and the diligence with which he applies that knowledge. Thus, increasing a person's knowledge may not necessarily increase the amount of competent service received by the employer. Just because a person attends a continuing education activity, whatever that may be, does not necessarily mean that his knowledges will increase as learning may or may not take place. In addition, the knowledges obtained at the seminar or workshop or as a result of a reading, may not be the knowledges required in order to improve the type of service desired by the employer.

Finally, continuing educational opportunities are generally based on providing a learning opportunity to the attendees. Most of our continuing educational activities are "teaching" activities and not too much attention is paid to ensuring that the educational opportunity results in learning.

These and other slippage points explain why consumers of continuing educational opportunities remain skeptical of and somewhat dissatisfied with continuing education.

In conclusion, then, I suspect that whether there is cooperation or competition among those agencies offering continuing educational opportunities to consumers is not as important as changing the objective of those who offer continuing educational services. I would like to see those who offer continuing educational opportunities guarantee knowledge growth, at least, and develop methods of indicating to their consumers the extent of the knowledge growth which has taken place as a result of their teaching efforts. I am convinced that guaranteeing "to teach" or "to train" does not go far enough.

A KIND OF MOSES

NOTES FROM THE CONCLUDING ADDRESS

J. Roby Kidd

CONGRATULATIONS TO THE CONFERENCE SURVIVORS

We share satisfaction:

- In an excellent conference plan prepared in advance by the committee appointed by the University of Calgary, and the equally competent organization and administration of the conference.

- The visiting speakers were informative and stimulating, particularly Alan Knox and Floyd Pennington, and the breadth and richness of experience brought and shared by all participants made the quality of the workshops memorable.

- Participants had many opportunities, formal and informal, for exchanging experience and getting to know each other in ways that will facilitate cooperation when they return.

- The study materials were helpful for the conference sessions, and will be equally valuable for follow-up processes.

- The key words of the conference seem to have been strategy, cost efficiency and orchestration or cooperation.

PARTICIPANTS IN THE CONFERENCE NOTED A NUMBER OF FACTORS THAT GIVE SPECIAL MEANING AND URGENCY TO THE THEME AND CONTENT OF THE CONFERENCE

Examples:

- In British Columbia, there is a serious shortage of professionals, particularly engineers, but also, some of the human service professions.

- A new national consultative committee on "Education and Law" has been established by the Social Science and Humanities Research Council, and not a single person has been named to the committee who has more than casual experience with continuing education. Indeed, only one member has any special experience in education.

- In many parts of the continent, consumer groups have expressed outrage and anger at the treatment received from professional personnel. Such groups are not always well-informed, but there is no mistaking their determination that professionals will be "accountable" and that one need is for professionals to help people become less dependent. The mood is "improve service or get out!"

- The technology available for the development of professional service, and better and enlarged continuing education has made this the era of the "silicon chip". Delivery of continuing education by satellite and other "distance learning" measures, application of learning systems such as MEDLARS and TELIDON, and the advance of such instruments as micro processors all herald effective technologies which are rarely utilized well for professional continuing education, and not often for professional performance.

Despite a soberness as participants face reality, little talk was heard at this conference of massive layoffs and cutbacks, or any use of such euphemisms as "de-hired" or "outplaced" for fired. The mood was not euphoric - it was subdued. But the participants were far from discouraged: they realized that opportunities abound as well as problems. Few simple solutions were proposed, or a recourse to law to solve all problems: it was realized that solutions must be sought over time and through improved performance by many individuals and professional groups.

W.H. Blake: "The Science of fishing can be had from books: the art is learned from the catching and losing of fish."

THE RELATIVE WEIGHT OF, OR ATTENTION TO CERTAIN IDEAS AND CONCEPTS WAS NOTED

- While special attention was given in the conference agenda to the notion of mandatory re-certification and continuing education, there were few, if any, who were ready to advocate legal compulsion, and not many who were seriously concerned that such proposals will be implemented in Canada. Indeed, it was noted that while there may be some increase in the places where law-backed procedures are in place, that several American states have revoked the legal sanctions for compulsion, and more individuals and professional groups have spoken out against the mandatory features.

- The role and need of the consumer, client, or user of professional service, or citizen, was not ignored, but this note was somewhat muted. Most discussions were concerned primarily with the role of the practicing professional. This absorption with the individual needs of the practitioner seems typical of North America, but is in contrast to behaviour of professional personnel in many countries which is directed primarily to social or national needs.

However, it was clear that more attention is being directed to policy questions, about how professional competence can be improved and directed to the service of people for human benefit, not just to provide a living for the professional.

- Attention to noninstitutional and nonformal considerations, by citizen groups for example, or self-initiated service that otherwise might be provided by a professional, was heard only infrequently, but some experiences of consumer initiative were exchanged, and the probable increase of greater independence was at least recognized.

Theodore Hesburgh
President
Notre Dame University

"The center of educational gravity is shifting away from educational institutions towards informal learning, continuing education outside of the school in the community, and self-learning without formal structures or conventional teachers."

DURING THE CONFERENCE, SOME RECURRING OBSERVATIONS WERE HEARD

The value of utilizing the network of adult education - practitioners and organizations in Canada was stressed:

- For the education of the public about improving professional competence and service.

- For the involvement of the public in setting and maintaining standards.

- For increasing the acts of sharing training, research, and cooperative action by various professions that have often been isolated.

- For research respecting the improvement of professional service.

- For providing continuing education to professional practitioners and groups.

Some truisms and cliches were voiced:

- Action by professional practitioners and groups should be proactive, not reactive. (Not many suggestions were heard about how to accomplish this objective.)

- Our concern must be for performance by the practitioner, not just with supplying more information.

- There should be more involvement and participation in improving the quality of professional service (although not too many suggestions of how this is to be accomplished).

- One requirement is better assessment of human needs; another is better assessment of professional performance and competence.

- Many methods of media, and alternative delivery systems should be utilized for the continuing education of professional practitioners.

Respecting the preparation of people for professional careers - some recommended that:

- More women should be enrolled and trained

- Professional preparation in professional schools should be offered in ways that emphasize continuing learning

A film on the Medical School of McMaster University was screened, with its emphasis on producing graduates who are competent as continuing learners.

I THINK THAT I HEARD - DID ANYONE ELSE HEAR ----

A clear call for cooperative action after this conference is over that might take several forms:

- Not just inside professions, but between and among professional groups.

- Possibly to organize some continuing education services over the entire prairie region, with some cooperation between the twelve universities and fifty colleges, as well as the multitude of professional societies.

- That many of the problems to be addressed, and the competencies to be improved through continuing education are not unique for each profession, but common and mutual. Of course, there are unique matters concerning each profession as well.

- That each of the institutions might undertake some responsibility for continuing education, but that there are some needs to be satisfied on a regional level: (1) postdoctoral; (2) continuing education of the public, and (3) policy formation.

- That the University of Calgary should undertake, or the prairie universities might work together to provide an experience, such as the present conference, every 2-5 years.

- At least one regional program is needed at the doctoral and post-doctoral level that will give significant leadership in continuing professional education.

The need for "learning centres" in several universities or colleges:

- That could be multi-professional in content and scope.

- That could be accessible to all professional practitioners seeking to continue to improve their competence.

- That could provide information through a MEDLARS or TELIDON system.

- That would have available and make accessible research about this field (similar to a service described by Alan Knox).

- That might be the rallying point for discussion of public policy matters and relationships with government, or the public.

- That would be the base for individual and group projects in education, research, or professional improvement.

There was a clear recognition that the responsibility of continuing education for the practitioner and the professional group goes far beyond the provision of information, or new vocational knowledge, or the joining of efforts to increase professional incomes.

They include an understanding of the need of the professional, or his/her spouse and family, to cope with isolation, apathy, boredom, access to drugs and alcohol, and many of the other problems of living that seem to be accentuated, not diminished, for professional practitioners.

The professional practitioners require most some appreciation of meaning in life, and a renewal of their powers to deal with fatigue, complexity, and the shock of continual change.

Edna Vincent Millay wrote: "Upon this age that never speaks its mind
This furtive age, this age endowed with Power
To wake the moon with footsteps.....

Upon this gifted age, in its dark hour
Falls from the sky a meteoric shower
Of facts.....that lie unquestioned, uncombined.

Wisdom enough to luck us of our ills
Is daily spun: but there exists no loom
To weave its fabric."

And that need and task is why we are here, and why we will need to work together in renewing ourselves.

A year or so ago, Northrup Frye spoke in a parable when a questioner asked him about the purpose and mission of the university, and his answer may have some relevance for us.

> "It seems to me that the University is a kind of Moses, who comes to people stuck in Egypt, trying to make bricks without straw, and says to them: 'I think I can get you out of this, if you have the intelligence and the persistence to go with me. It's a long, dusty walk, one step after another; it will take forty years, and you will often lose your way. I can take you to the boundary of a better country. It belongs to you; it's your home; all you have to do is enter and take possession. But I will not go with you, because I have to go back to Egypt for more slaves.' "

WORKSHOP DESCRIPTIONS

The following list of Conference Workshops is included to enable readers to pursue particular interests more fully by directly contacting the workshop presentors.

Addresses of those presentors who have agreed to be available for further correspondence follow the biographical sketch of the presentor.

DESCRIPTION OF WORKSHOPS

SERIES "A" WORKSHOPS: were practical, specific "how to do it" presentations led by specialists, with opportunities for discussion.

1. Marketing Continuing Professional Education

This session assisted continuing professional educators to improve their marketing of programs. Market segmentation, needs assessment, selection of channels likely to reach the participants, the use of oral and mediated messages to encourage participation, and evaluating marketing procedures were discussed.

Resource Person: Alan Knox has taught dozens of workshops on marketing and related subjects. He bases his presentation on his practical experience and on his extensive research and writings. Alan is also a keynote speaker to this conference.

University of Illinois
Urbana-Champaign
Urbana, Illinois 61801
U.S.A.

2. The Technology of Distance Education for Continuing Professional Education

This 1 1/2 hour workshop was centred on the current uses of technology to solve the distance problem associated with the continuing education professionals. Four or five case studies were discussed with examples given. The session ended with a tour of the University of Calgary Teleconference Centre

Some time was spent discussing the future and the melting pot effect on the utilization of mediated continuing education.

Resource Person: G. Barry Ellis, Ph.D., is currently in charge of the use of media for the Faculty of Continuing Education. His main work involves the application of telephone conferencing to distant centres. He has also played a key role in the educational cable television consortium movement in Alberta. His doctoral thesis (1974) was on establishing the educational needs of professionsls.

University of Calgary
Faculty of Continuing Education
2500 University Drive N.W.
Calgary, Alberta
T2N 1N4

3. Setting Objectives

The workshop was concerned with deriving objectives from the needs of participants in continuing professional education programs. Attendees of the workshop were encouraged to bring problems in definition of objectives from their own work. The use of objectives in planning learning experiences was explained. The relationship of objectives to program evaluation was also explained.

Resource Person: L.A. (Lawrence) Fisher, B.Sc., B.Ed., M.Ed., Ph.D., Professor and Director, Division of Educational Planning and Assessment, University of Calgary. Dr. Fisher has served as a consultant to The World Health Organization, The Royal College of Physicians and Surgeons, and various medical and nursing schools.

University of Calgary
Educational Planning and Assessment
2500 University Drive N.W.
Calgary, Alberta
T2N 1N4

4. Program Planning

This workshop dealt with what "program planners" do. Many references in the literature describe program planning as a series of fairly discrete and sequential steps, or leave the implication that this provides the best kind of descriptive model. The thesis in this workshop was that program planning could be viewed more realistically as a process of weighing and balancing several key factors in order to arrive at appropriate decisions or actions. Several of these factors were examined with the need noted for different emphasis in different situations. Participants were asked to share their experiences in the program planning area.

Resource Person: David L.G. Yule, M.A., M.Ed., Ph.D., is now an Associate Professor and Program Director with the Faculty of Continuing Education, University of Calgary. Program planning has been a part of his work at the University of Calgary, at the University of Alberta, and for several years in business and industry while serving as a staff development officer in large organizations. In addition to experience in personnel administration and staff development, he has held teaching posts at the University of Toronto, the University of Alberta, and the University of Calgary.

University of Calgary
Faculty of Continuing Education
2500 University Drive N.W.
Calgary, Alberta
T2N 1N4

5. Organizing a Conference

For those who were new to conference planning and those who wished to update themselves. A presentation on basic planning procedures, a review of checklists and other materials, and informal discussion provided helpful ideas and practical procedures for the conference planner.

Resource Person: Pat Swalander, B.A., has over seven years experience in organizing conferences and has taught several courses on the subject. She is presently Planning Specialist with the Calgary Board of Education.

Calgary Board of Education
515 Macleod Trail S.E.
Calgary, Alberta
T2G 2L9

6. The Continuing Education Unit

This presentation included: What is it? What does it measure? What do educators have to do administratively to be able to use C.E.U.'s in their own institutions? How does it relate to quality assurance?

Resource Person: Floyd Pennington, Ph.D., is Director of the Office of Continuing Medical Education of the University of Michigan Medical School and Chairman of the Continuing Professional Education Section of the Adult Education Association.

University of Michigan
Medical School
Ann Arbor, Michigan 48104
U.S.A.

7. Needs Surveys

As the demands on resources increase it becomes imperative that individuals involved in planning continuing professional education programs accurately determine the needs of the clientele to be served. The purpose of this workshop was to provide some basic information on the factors which should be considered when planning a needs assessment and to present one type of survey instrument which could be useful without being unwieldy. The survey instrument was examined by proceeding through the planning, implementation, analysis and conclusion phases.

Resource Person: Ken Loose, Ph.D., is Assistant Dean of the Faculty of Continuing Education at the University of Calgary. His expertise lies in the area of evaluation and assessment procedures and he has been involved in numerous evaluation projects.

University of Calgary
Faculty of Continuing Education
2500 University Drive N.W.
Calgary, Alberta
T2N 1N4

8. Applying Adult Learning Principles to C.P.E. Programing

Discussion in this workshop focused on recent developments in learning theory and in adult education practice and the implication which these may have for continuing professional education.

Resource Person: J. Roby Kidd, Ed.D., LLD., is recognized internationally as a writer, editor, speaker and leader in national and international organizations. At present he is Professor of Adult Education at the Ontario Institute for Studies in Education in Toronto. Since 1973 he has also been Secretary-General of the International Council for Adult Education. His book, How Adults Learn, has been widely used as a text and reference.

Ontario Institute for Studies in Education
102 Bloor St. West
Toronto, Ontario
M5S 1P7

9. Evaluating Programs in Continuing Professional Education

This workshop examined the factors to be considered in evaluation of the effectiveness of continuing professional education programs and focused on the behavioral outcomes of the programs.

Resource Person: Josephine Flaherty, B.ScN., B.A., M.A., Ph.D. Josephine Flaherty is Principal Nursing Officer, Health and Welfare Canada. She has been involved in nursing, nursing education, research and development in education and health care, and adult education for a number of years. In the area of standards, she chaired the committee on standards for nursing education in Canada and served as a consultant for a number of groups determining standards of nursing practice. She has held teaching positions in nursing and adult education and prior to her present position was Dean of the Faculty of Nursing at the University of Western Ontario.

Health and Welfare Canada
Jeanne Mance Building
Ottawa, Ontario
K1A OK9

SERIES "B" WORKSHOPS: dealt with more specific issues and topics which were not discussed in plenary sessions, or which arose out of plenary sessions.

1. Management of Distance Education Systems for Professionals

Management is a third and critical factor in the design and delivery of Distance Education for Professionals. This was the perspective from which media selection (including the value of local tutors and satellite based instruction), use of community resources, and factors involved in media selection was discussed.

Resource Person: Geoffrey Potter, Ph.D. Recently completed a one-year tour of most major distance education systems in the world and based his presentation on this experience. He is currently Director, Educational Technology Programme, Faculty of Education; and Coordinator, Distance Education Design Group, University Extension at the University of Victoria.

University of Victoria
Faculty of Education
Finnerty Road
Victoria, British Columbia
V8W 2Y2

2. Research Directions in Continuing Professional Education

A round-table discussion, based on the experience and interest of the participants, with comments by the resource person.

Resource Person: Sam Mitchell, M.A., is Associate Professor of Education, the University of Calgary, His special areas of interest include the sociology of knowledge, and the social foundations of continuing education. In 1978 he was chairman of a summer symposium on Power and the Professionals.

University of Calgary
Faculty of Education
2500 University Drive N.W.
Calgary, Alberta
T2N 1N4

3. Innovation and Change in Continuing Professional Education

The "cracker-barrel" approach to this workshop was an opportunity for the participants to share with each other one or more innovative experiences which they recently had had a hand in developing, or had observed happening in their field of interest.

Resource Person: Catharine Warren, Ph.D., is an Associate Professor in the Faculty of Continuing Education at the University of Calgary. She has worked in the field of adult education for twelve years. She has a Ph.D. in sociology from the University of London, England and currently is an Assistant Dean in the Faculty of Continuing Education.

University of Calgary
Faculty of Continuing Education
2500 University Drive N.W.
Calgary, Alberta
T2N 1N4

4. Accountability of Professional Workers

Professional accountability has become a major concern over the past decade. Four issues from a recent research study were introduced before the topic was opened for general participant discussion.

i) What are the different assumptions and expectations associated with the terms "moral", "professional", and "contractual" accountability? Do they sometimes conflict with each other?

ii) What forms do accountability relations take between lay persons and professionals? Are lay interests represented individually or collectively? How does the form of professional organization affect the relationship?

iii) What are the differing needs of (1) detecting and dealing with departures from acceptable practice, and (2) maintaining and improving the standard and appropriateness of normal practice.

iv) What are the distinctive roles and functions of formal and informal procedures and transactions? What factors determine information from, judgement and response in the real world?

Resource Person: Michael Eraut, Ph.D., is a visiting scholar at the University of Illinois at Urbana-Champaign, while on leave from the University of Sussex where he has been Director of Research Studies in Education. He has recently completed a research study on the accountability of elementary schools, and has published in the areas of higher education, professional education and curriculum evaluation.

University of Sussex
Education Area
Falmer, Brighton
Sussex, England
BN1 9RG

5. The Relationship of CPE to Standards of Practice

This workshop explored the relationships between continuing professional education and standards of professional practice.

Resource Person: Josephine Flaherty, B.ScN., B.A., M.A., Ph.D.. Josephine Flaherty is Principal Nursing Officer, Health and Welfare Canada. She has been involved in nursing, nursing education, research and development in education and health care, and adult education for a number of years. In the area of standards, she chaired the committee on standards for nursing education in Canada and served as a consultant for a number of groups determining standards of nursing practice. She has held teaching positions in nursing and adult education and prior to her present position was Dean of the Faculty of Nursing at the University of Western Ontario.

Health and Welfare Canada
Jeanne Mance Building
Ottawa, Ontario
K1A 0K9

6. Use of Computers in CPE Administration

Computers can be used in many ways to increase the efficiency and effectiveness of continuing education administration. During this session the costs and benefits of various computer applications were explored. In addition, a particular strategy for the development of computer systems was presented. Participants were invited to share their experiences in the use of computers within their own organization.

Resource Person: William H. Taylor, Ph.D.. Bill Taylor has had extensive experience in the design and implementation of computer systems in educational organizations. He is currently heading a project team at the University of Calgary which is developing a comprehensive computer-based information system for the Faculty of Continuing Education. In addition, he is responsible for the management development program in Continuing Education.

University of Calgary
Faculty of Continuing Education
2500 University Drive N.W.
Calgary, Alberta
T2N 1N4

7. The Professional Development Degree Program: A Case in Innovation

Educational planners, adult educators, and other leading professionals who are seeking to develop continuing professional education programs should consider the opportunity afforded by the Professional Development Degree (PDD) Program. The University of Wisconsin-Extension and the University of Wisconsin-Madison jointly sponsor a PDD program for practicing engineers which has served as a model for the few similar programs that exist throughout the United States and Canada. Professional Development Degree or similar recognition programs can have a significant role in and a positive impact on the careers and continuing education of professionals in other disciplines. This Series "B" workshop included: (1) a description of the University of Wisconsin PDD program, its development, candidates' characteristics, and graduates' evaluation; (2) a brief review of Professional Development Degree in Engineering; State-of-the-Art survey results, and (3) an oral critique by an active candidate in the University of Wisconsin PDD program.

Resource Person: Anna L. Burwash, B.Sc., P.Eng., is currently a student in the Professional Development Program in Engineering at the University of Wisconsin-Extension, Madison. She has eleven years experience in consulting and applied research in the geotechnical area, and is now President of A.L. Burwash Consulting Ltd., a human resources consulting firm.

A.L. Burwash Consulting Ltd.
Suite 2050
300 - 5th Avenue S.W.
Calgary, Alberta
T2P 3C4

Resource Person: Sandra Shaw Courtier, M.Sc., is Associate Director of the Professional Engineering and Applied Science, University of Wisconsin-Extension, and the College of Engineering, University of Wisconsin-Madison. Her background is in English education and educational administration.

University of Wisconsin
Wisconsin-Extension
Madison, Wisconsin 53706
U.S.A.

8. Accreditation

Why and how accreditation began in CPE and why it has grown was discussed, as was reasons why the traditional model of accreditation does not fit CPE. This was followed by a review

of the criticisms of accreditation. Finally the practical implications for the provider of CPE was outlined. On the basis of this input, the remainder of the session was devoted to discussion.

Resource Person: Floyd Pennington, Ph.D., is Director of the Office of Continuing Medical Education of the University of Michigan Medical School and Chairman of the Continuing Professional Education Section of the Adult Education Association.

University of Michigan
Medical School
Ann Arbor, Michigan 48104
U.S.A.

9. Alternate Models to Programing

This session was for those who wished to pursue alternative approaches in Continuing Professional Education which had been discussed in an earlier morning plenary session. Members were invited to propose additional alternatives. Special attention was given to a consideration of power and authority in teaching and the implications for learning.

Resource Person: Christopher W. Day, PhD., was Associate Professor, Department of Drama, the University of Calgary at the time of the Conference. His principal concerns and expertise lie in the areas of curriculum design, development and evaluation (in particular in-service teaching education). Prior to joining the Calgary university he worked in England as a teacher, College of Education lecturer, advisor and education researcher. In January 1981 he took up a post as Head of In-Service Teacher Education at the University of Nottingham, England.

University of Nottingham
University Park
Nottingham, England
NG7 2RD

APPENDIX A

Programme

CONTINUING PROFESSIONAL EDUCATION: MOVING INTO THE 80'S

October 22-24th, 1980
The University of Calgary
Calgary, Alberta

Conference Chairperson: H.K.(Morris) Baskett, M.A.
Professor of Continuing Education
The University of Calgary

Wednesday, October 22, 1980

6:00 - 8:00 p.m. Registration

8:00 - 9:00 p.m. Evening Plenary Session
Welcome: R. Stan Chapman, Ph.D.
Professor and Dean
Faculty of Continuing Education
University of Calgary
Introduction of Plenary
Speaker: David L.G. Yule, Ph.D.
Associate Professor
Faculty of Continuing Education
The University of Calgary
Plenary Address: "Continuing Professional Education: Prospects for the 80's"
J. Roby Kidd, Ed.D., LLD
Professor of Adult Education
Ontario Institute for Studies in Education

9:00 - 11:00 p.m. Reception
Host: The Faculty of Continuing Education
The University of Calgary

Thursday, October 23, 1980

8:00 - 9:00 a.m.	Registration
9:00 - 10:00 a.m.	Plenary Session Introduction of Plenary Session Speaker: Iwan Saunders, LLB, LLM Professor of Continuing Education The University of Calgary Plenary Address: "The Administration of Continuing Professional Education: Problems, Issues and Strategies" Alan B. Knox, Professor of Education University of Illinois Champaign-Urbana, Illinois
10:00 - 10:30 a.m.	Coffee
10:30 - 12:00 noon	Series "A" Workshops (Please consult "Description of Workshops")
12:00 noon - 1:30 p.m.	Luncheon (Luncheon is included in your registration fee)
1:30 - 3:00 p.m.	Issue Plenary Session: Mandatory Continuing Education Introduction of Speaker Gerry M. McDougall, M.D. DABPN FRCP(C) Associate Dean Graduate Clinical and Continuing Medical Education Faculty of Medicine The University of Calgary Presentation: Floyd C. Pennington, Ph.D. Director, Office of Continuing Medical Education The University of Michigan Medical School
3:00 - 3:30 p.m.	Coffee
3:30 - 5:00 p.m.	Series "B" Workshops (Please consult "Description of Workshops")

8:00 - 11:00 p.m. — Information Exchange and No-Host Bar

(Books, monographs, reports, and other materials relating to Continuing Professional Education will be on display. A cash bar will be open for the duration.)

Friday, October 24, 1980

9:00 - 10:00 a.m. — Issue Plenary Session:
The Poverty of Programing

Presentation: H.K.(Morris) Baskett, M.A.
Professor of Continuing Education
The University of Calgary

Christopher W. Day, D.Phil.
Associate Professor of Drama
The University of Calgary

10:00 - 10:30 — Coffee

10:30 - 12:00 noon — Series "A" Workshops
(Please consult "Descriptions of Workshops")

12:00 noon - 1:30 p.m. — Feature Luncheon
Hosted by the Province of Alberta

1:30 - 2:45 p.m. — Series "B" Workshops
(Please consult "Descriptions of Workshops")

2:45 - 3:00 p.m. — Coffee

3:00 - 4:00 p.m. — Issue Plenary Session:
Cooperation and Competition in
The Delivery of Continuing Professional Education

Moderator: W.H. Taylor, Ph.D.
Associate Professor of Continuing Education
The University of Calgary

Panelists: S.H. Mitchell, M.A.
Associate Professor
Educational Foundations
The University of Calgary

L.L. Williams, Ph.D.
Director of Career Development
The Association of Professional Engineers, Geologists and Geophysicists of Alberta

G.M. McDougall, M.D.
Associate Professor
Division of Psychiatry and
Associate Dean
Faculty of Medicine
The University of Calgary

B.W. Pickard, Ph.D.
Co-ordinator, Program Planning and Development
Program Services Division
Alberta Advanced Education and Manpower

4:00 - 4:30 p.m. — Concluding Address:
J. Roby Kidd, Ed.D., LLD
Professor of Adult Education
Ontario Institute for Studies in Education

4:30 p.m. — Conference Conclusion: Final Comments

4:30 - 6:00 p.m. — "Wind Up" No-Host Bar